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ABSTRACT

This is the report of an attempt to develop and teach a high school American history course based on inquiry techniques. Chapter I and II discuss recent changes in teaching methodology and the author's interest in the problem. Chapter III details the search for materials. Chapter IV describes the new method being tested in the classroom. Students were provided with copies of mass publication magazines and newspaper microfilm produced in 1948. These materials, along with limited reprints of statistical data and secondary sources, constituted a "history laboratory." After following the 1948 campaign and arguing the major issues, each student voted and defended himself in a final essay examination. Evaluations by independent observers are presented in Chapter V. It was agreed that the course was more than normally popular, and that there were some real cognitive gains. The final chapter presents the author's assessment and recommendations regarding the art of teaching and the process of innovation. Appendices include numerous examples of work done by a random sampling of students in the experimental classroom. (Author/KSM)

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Final Report

Project No. 1-J-065
Grant No. OEC-X-72-0013(057)

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# HIGH SCHOOL AMERICAN HISTORY COURSE BASED ON PRESIDENTIAL ELECTIONS OF 1912, 1936, 1948, 1968, USING MASS MEDIA AVAILABLE TO THE ELECTORATE AND RELATED DOCUMENTS

July 1, 1973

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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(Regional Research Program)

# ABSTRACT

This is the report of an attempt to develop and teach an American history course based on inquiry techniques. It was field tested during the 1971-72 school year. The researcher taught the experimental class at Winston Churchill High School, Eugene, Oregon, as part of his regular teaching assignment.

Students were provided copies of mass publication magazines and newspaper microfilm produced in 1948. These materials, along with limited reprints of statistical data and secondary sources, constituted a "history laboratory." Students were invited to explore in an unprogrammed, though not uncontrolled manner. As they perused the materials, attention was directed toward the presidential campaign and election of 1948. After following the campaign and arguing the major issues, each student voted and defended himself in a final essay examination.

The field study was moderately successful. Independent evaluators and the researcher agreed that the course was more popular than the average, and that cognitive gains tended to be real, although somewhat superficial. Semantic differential pre and post-tests generally indicated positive results.

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# INTRODUCTION

This is the report of the development and teaching of an American history course based on inquiry techniques. It was field tested during the 1971-72 school year. The researcher taught the experimental class at Winston Churchill High School, Eugene, Oregon, as part of his regular teaching assignment.

The study attempted to provide a "history laboratory" of materials which influenced Americans during selected periods of history. Newspaper microfilm and original magazines were procured. The students were encouraged to acquaint themselves with the lives of human beings of another era, develop empathy, and follow political campaigns from the perspective of the voters. The focus of history would thus be changed from the detached analysis of the observer in the 1970's looking back, to the more subjective personal involvement of one who lived during the period being examined.

This is also the report of a classroom teacher's attempt to develop this "history laboratory." Some detail is given to the process of finding materials suitable for such a classroom.

Chapters I and II discuss recent changes in teaching methodology and the researcher's interest in the problem.

Chapter III details the search for materials and Chapter IV describes the new method being tested in the classroom. Evaluations by independent observers are given in Chapter V. The final chapter includes the researcher-teacher's assessment and gives some of his recommendations regarding the art of teaching and the process of innovation. The appendices include numerous examples of work done by a random sampling, of students in the experimental classrooms.

# CHAPTER I

## THE BACKGROUND

The past is intrinsically interesting. What child has not asked what life was like "in the olden days when you were a boy, Dad?" "Where did Grandfather live when he was a boy?" "Why did he come to America?" "Did he like it here?" "Where did people come from?" "Where did the world come from?"

The child is a philosopher, a theologian, an anthropologist. Mostly, he is an historian.

Then he goes to school. There he encounters courses designed to teach him what someone else thinks he should know about the past. The courses are organized by teachers, who generally depend on textbook writers, who are anxious to produce books which will sell to a variety of local publics which must not be offended. The fascinating drama of human aspiration and conflict becomes a sterile, innocuous set of facts.

The child is introduced to a mass of information, organized by someone else, and supplying answers to questions he may not at that moment be asking. All this is designed primarily to make him appreciate and perpetuate his cultural heritage. He is encouraged to forget his questions and to merely memorize answers. For many students, "history" becomes a synonym for "dates," "places," and "irrelevant trivia." The once-curious child becomes an adversary, painfully and often successfully resisting the teacher's attempts to fill his head with information.

This is not a recent problem. Nearly a century ago William H. Mace studied history education in the schools, and found the teaching abominable, the results wretched, and the students rebellious. (Cited by Wesley:5)

Mace was probably not the first to draw such conclusions; he was certainly not the last. As recently as 1965 Donald D. Draves, a University of New Hampshire teacher educator with seven years experience observing high school classes, concluded that history was the most poorly taught of all academic subjects. (Draves:103)

The impression that high school American history courses have changed little is substantiated by a study involving nearly 3,000 students who took the College Entrance Examination in 1965 and 1966. They reported having spent a major part of their time studying the period between 1787 and 1920. Less than one-fourth of the classes had dealt with interpretation of charts or graphs "more than a few times," and nearly all had used textbooks almost exclusively. (Kimball:247)

Thankfully, the picture is not always this dreary. Many history courses (like those taken in high school by the author) are spiced by interesting teachers. Many students find answers which regenerate their questioning attitudes, even from classes which may seem poorly designed to do so. Then, too, some teachers use imaginative methods. In 1905 William C. Bagley described an ideal which many teachers may have put into practice:

> The pupil is not to be told but led to see.... Whatever the pupil gains, whatever thought connections he works out, must be gained with the consciousness that he, the pupil, is the active agent...that he is, in a sense at least, the discoverer. (Quoted in Betts:20)

Nevertheless, until very recently little significant change had occurred. The first major demand for reform did not come until well after the Sputnik-inspired educational revolution had overturned conventional mathematics and science instruction. When reform finally came, it was primarily in the recognition that national defense consists not only in bombs and missiles, but in human relationships. Robert A. Lively of Princeton University is outspoken in his reaction to the tardiness of change in history methodology:

> Students across the country who are breathtakingly sophisticated in the "new math" and new sciences are learning history from bland, pallid textbooks which actually conflict with what they have observed and experienced. Their classes consist of meaningless note-taking and irrelevant monologues by teachers who may themselves be tied to textbooks, simply because they haven't read anything else. (Quoted in Brickman:409)

Charles R. Keller, Director of the John Hay Fellows Program, criticizes textbooks for their "fact-by-fact approach," noting that success in history classes is too often measured by "regurgitation of facts"--those, of course, designated as significant by the teacher or textbook. (Keller, "History and Social Sciences":167) Mark M. Krug notes a deep dissatisfaction with the "dry facts and even drier dates," and the irrelevance in history teaching. (Krug, "Bruner's New Social Studies":402) Edgar Bruce Wesley charges:

> For most students, courses in history close rather than open doors to the past. The content seems to bring answers to unasked questions, to supply materials that one does not need, to explain that which has not yet troubled the reader, and to satisfy where there is no curiosity. (Wesley:3)

Most of the critics have specific recommendations. Charles R. Keller notes:

> Students of science have laboratories where they learn how scientists work. We need to develop something similar to laboratories in history and the social sciences so that students may handle the elements and the compounds and the acids of these subjects and see how history and the social sciences are put together. Education in these fields should be inquiry and discovery.... (Keller, "History and Social Sciences":267)

Donald D. Draves, who said history was the most poorly taught of all academic courses, notes that

> The history teacher who gives his students the most worthwhile learning experiences organizes facts, stresses facts, probes facts--but facts which have a unified potential for conceptualization. It is the student who should take the final step of insight in concept formation.... (Draves:105)

Richard H. Brown, Director of the Amherst Project, refers to facts as "the bare bones of a skeleton on the desert." The bones are to be examined, identified, and fit into their rightful place in the skeleton. When left unstructured, unidentified, and unrelated, they have little meaning for students. (Brown, Prologue to Beebe: iii)

Edgar Bruce Wesley goes further. In an intriguing article entitled "Let's Abolish History Courses," he argues that the World Almanac, dictionaries, and encyclopedias are all wonderful compilations of facts, but it would be absurd to have courses in them. History also abounds with useful facts, but:

> The content of history is to be utilized and exploited--not studied, learned, or memorized....The student would be the great beneficiary of the abolition of history as courses. Freed from compulsion, from the futile effort to remember, he would begin to explore history, to see it as a source, to utilize it for answers to his questions, to experience the thrill of discovery, to evolve his own organization of his findings. He would be transformed from a dull underling to a self-directing inquirer. Free to choose among many possible research and reading projects, he would no longer feel a hostility toward history. He might even learn to love it. Who knows--he might become a historian. (Wesley:4,8)

Perhaps Wesley is right. History departments could become shopping centers for information on the basis of need. Curious students could bring their own questions, and search for answers.

However, interesting as this debatable concept may be, it seems certain that "history courses" will continue. If so, the problem is to make them more meaningful. Assuming this, a clear message emerges from the discontent with history instruction. The critics are reflecting the thinking of Harvard psychologist Jerome Bruner, who asserted in

1960 that every subject has its own internal beauty and uniqueness. Isolated facts are meaningless, but when they are put together in a realistic pattern, so that the basic structure of the discipline can be perceived, they become useful. Students learn far more, and retain far longer, data which are related to something meaningful, something the student can apply to his own experiences, and can manipulate with his own set of organizers. (Bruner:17-32)

The literature of the past ten years contains numerous accounts of classrooms where experimental methods are being attempted. A common pattern can be seen, although they range from elementary schools to colleges. The following are typical:

E. Paul Torrance reports a sixth grade class where students find out aspects of their own history. The sources include school records and interviews with people they have known which give data regarding their height, weight, reading speed, vocabulary size, and curiosity. The researcher found that students immediately became deeply involved in the problems of bias, conflicting and inaccurate information, and the critical and creative processes of synthesizing the information and getting at the truth. (Torrance:27)

A class of disadvantaged junior high school students learned about slavery through slave memoirs, recordings of slave songs, and transparencies of pages from southern newspapers depicting slave sales. The students listed data and made evaluations. According to the researcher the student response was excellent. After two days of discussing what slavery was like the students concluded they did not have enough evidence to make valid generalizations. (Lord:27)

A Texas high school class studied the Turner frontier hypothesis from exerpts from diaries and articles on the pioneers. Then they wrote their own interpretations. (Lord:30)

A family history project was the first assignment of the year in another high school class. Written documents from the students' own families were used where available; verbal responses to questions given parents and friends were supplied as necessary. Later in the year students wrote a second paper regarding the place from which their parents had immigrated. The researcher reports:

> At the end of the year these students are not prepared to do brilliantly on a factual examination. Rather it is hoped that they have begun to understand history at a far deeper level and that they have some of the tools, both technical and philosophical, with which to better undertake further study into any field or topic of history. (Bucholz:17)

A project conducted by Edwin T. Fenton of the Carnegie Institute of Technology introduced students to raw data regarding the Zulu massacres in the South Africa of the 1830's. In one exercise the eye witness accounts of a British missionary who sympathized with the natives were juxtaposed against documents showing the Boer point of view. As the students dealt with data they learned to verify facts, form hypotheses, and make evaluations. (Cited by Pine:14)

The Ontario Institute for Studies in Education has originated an intriguing innovation called the "1930's Multi Media Kit," or the "Thirties Box." It has been used at varying levels from grades four to thirteen in Canada:

> Among the thousand items included in the 15 lb. box are advertisements, excerpts from old radio programs, hit tunes, recorded interviews, printed pages from novels of the period, newspaper pages (not always the front page), a collection of recipes, filmstrips, slides and phonograph records, a potential "holocaust of light and sound." (Weinland and Roberts:521)

The "Thirties Box" allows the learner freedom to explore and to discover for himself. The kit is not intended as a substitute for the textbook, which is seen as a source of answers to questions the box might raise.

William R. Taylor and seven associates (including teaching assistants) established a laboratory course in history for ninety students at the University of Wisconsin in 1967. The class, entitled "An Introduction to the Study of American History," used primary sources from the Salem Witch Trials:

> We first introduced the students to an anthology of documents bearing on the witchcraft episode. We then gradually introduced them to virtually all the printed sources--transcripts of the hearings, the observations and judgments of contemporaries, and documents bearing on the Salem community. Since many of these printed documents are in short supply, they were microfilmed and duplicated for student use. (Taylor:500)

Later, the students studied the Fourierist Phalanx, a community-living experiment in Wisconsin during the 1840's, and finally the complete archives of the University Settlement Society in New York City. Again, multiple copies of the materials were placed on microfilm and selected portions were mimeographed for classroom use. About one class day a week was devoted to lecture (as needed), with groups of eight to ten students meeting with instructors twice a week.

> Students were asked...to devise a biography of one of the accused at Salem, solely from trial testimony. They were asked to make charts and tables out of narrative, and they were asked to write bits of analytic narrative based on lists and tables..., such as the sexton's record of arrivals, births, and deaths and the record of the sale and purchase of shares of stock. In each instance we found it increasingly valuable to ask students to examine the judgments and concepts which they brought to the materials--precisely how they got from what they read to what they wrote. We found that when they had done this for themselves they became much more sensitive to the uses and abuses of sources in historians who wrote from the same materials. (Taylor:502)

These isolated classroom experiences were only a phase of the nationwide concern which resulted in the United States Office of Education announcement of Project Social Studies in 1962. Funds were provided under the Cooperative Research Program for basic and applied research, curriculum study centers, and conferences and seminars. Eight Project Social Studies Centers were originally designated: Social Studies Curriculum Development Center, University of Minnesota; Anthropology Curriculum Project, University of Georgia;

Social Studies Curriculum Study Center, University of Illinois High School; Ohio State Economics Curriculum Study; Curriculum Development Center, Carnegie Institute of Technology; Curriculum Center in the Social Studies, Syracuse University; Harvard University Curriculum Project; and Social Studies Curriculum Study Center, Northwestern University.

Four more projects were added in 1964: San Jose State College Project; Amherst College Project; Massachusetts Institute of Technology Curriculum Project; and the University of California at Berkeley Curriculum Project. (Fenton and Good:205)

By the end of the decade over 100 major experiments were being conducted with funds supplied by the United States Office of Education, private agencies, and local districts. Although the subject matter and emphases varied, common themes existed. Most placed a major emphasis on ideas and methodology from the social sciences, a tendency toward the interdisciplinary approach, a concern for the structure of knowledge, use of the discovery or inquiry approaches, a concern for training students in the inquiry skills, a concern for values, more social realism and conflict, and increased creativity and subjectivity on the part of the students. (Sanders and Tanck:384)

At the heart of virtually all the projects was a major emphasis on introducing students to source data. To accomplish this, "coverage" of major chronological or subject areas had to be sacrificed for in-depth studies. And, most fundamental, students became to an extent historians or social scientists, dealing with the methodology and structure of these disciplines.

Christopher Spivey, headmaster of a British school, visited several of the curriculum projects. He reports that of them all, the Amherst Project "struck me as being the most important contribution to the fundamental questions which history teachers are asking today"--questions relating to the processes of social change, human relations, and personal, social, and cultural identity. This project, he contends, emphasizes that "the most important thing to learn through practice, is how to learn in order that students may go on learning through life long after the facts are outdated." Spivey concludes:

> I would hazard a guess that well over half of the teaching, including history teaching, in this country is predominantly concerned with the transfer of mere factual knowledge. (External examinations must take only part of the blame for this.) Is this what produces scholarship? What some of these projects in America are trying to do, and very successfully in the case of Amherst, is not to teach facts but how to be a scholar. The Amherst approach is hardly a short cut but it is a more direct road to scholarship than the circuitous and often dead-end route it seeks to replace. (Spivey:19-24)

The Amherst Project has been a major influence on the author of this study, also. The Project began informally in the late 1950's when a group of historians and teachers organized themselves as the Committee on the Study of History. Its originators authored several inquiry units which were published by D. C. Heath and Company as the "New Dimensions in American History" in the early 1960's. Upon receipt of Office of Education funding, the Project invited teams of writers to Amherst College for summer writing sessions. The author of this study was a member of the 1965 group.

The Project continued to develop units throughout the 1960's, testing many of them in mimeographed form at selected high schools (including Winston Churchill High School in Eugene, Oregon, the site of this study). It also sponsored Educational Development teams which conducted intensive five-day workshops directed by the Amherst Project staff, training school personnel on the local level to use and develop inquiry materials. With the expiration of its second federal grant in 1971 the initial phase of the Amherst Project ended, although its materials continued to be published. Those produced under the Office of Education grant are available through the Educational Resources Information Center, and some (including one by the author of this study) have been published by Addison-Wesley, Menlo Park, California.

Like the other experiments, the Amherst Project placed a heavy emphasis on making students objective inquirers into a body of data. But in 1970 its materials' supervisor, Edmund Traverso, discussed the Project's early philosophy and raised some interesting questions in an article

**entitled "Education in the Age of Aquarius":**

An article has been omitted here because of copyright restrictions. It is: "Education in the Age of Aquarius," Edmund Traverso. Bulletin of the Amherst Project, Fall, 1969, pp. 1-2.

Traverso notes that the project invites students to "inquire into a body of evidence in much the same way as the scholar working with a discipline does," but that with increasing frequency "a noticeable portion of the students are turning the invitations down cold or are at best reluctant guests at the banquet table of inquiry discovery." The problem, he suggests, is that in the Age of Aquarius students may have little desire to be cold, hard, analytical scholars. Perhaps today's students respond less readily to the unemotional, the detached, the objective. (Traverso:2-3)

Research reported early in 1971 seems to support Traverso's assertions. It was found that university teachers of social studies methods courses tend to be dissatisfied with the strong developmental role of the curriculum projects in the New Social Studies. This caused them to be "overly academic, cerebral, and teacher centered," whereas the methods teachers favored more emphasis on student interest, community activities, social action, and the affective domain. Also, methods teachers who held appointments in schools of education tended to be more dissatisfied with the New Social Studies than those in the academic departments. (Office of Education, "Research in Education":89)

The innovators are criticized (and many offer self-criticism) on other grounds, also. Among them are their ineffective evaluative techniques (for example, Anthony: 574-580) and the potential ambivalence of courses organized by teachers for "free" inquiry. Jean Grambs, who wrote units for the Educational Development Corporation, commented on the latter problem:

> In developing this course we have been impressed by the difficulty of selecting material which is not only historically relevant, but also teachable. We have learned, to our chagrin, that what appeals to an adult may seem either too obvious or too obscure to an eighth grader. We found, too, that we had to stretch our educational imaginations to the utmost to devise ways in which the material would induce student interest, but also not lead the student to an inevitable answer. (Quoted in Sanders and Tanck:388)

In 1970 Social Education summarized and evaluated twenty-six of the major national social studies projects. The evaluators note that while the projects were a step in the right direction, some

> go too far and many materials still have rough edges. In addition, the new roles required for both teachers and students do not fit all members of either group. A period of transition is necessary to find the best blend of the old and new. (Sanders and Tanck:384)

William R. Taylor, who helped organize the laboratory in American history at the University of Wisconsin, comments upon his team's assumption that students should search on their own, and their disillusionment when they discovered that most students did not immediately become inspired.

"Increasingly, we came to recognize that a laboratory course, if it is to create more than chaos in the library and student despair, must be more carefully organized and administered than most history courses." (Taylor:501)

It is apparent that in the 1970's history education is still in a state of transition. After decades of complaint but little progress, a revolution occurred in the 1960's. With cutbacks of federal funds, and with some dissatisfaction with the changes, many of the projects appeared to be slowing down by the decade's end.

However, much still needs to be accomplished. For many innovators a return to traditional methods is unthinkable, and probably impossible. The proliferation of materials and the ideas which were produced in the 1960's only whetted the appetite for continued progress.

# CHAPTER II

## THE RESEARCHER'S CONCERN

In the face of scores of projects--many amply funded--it may seem superfluous at best for one more teacher to attempt one more experiment. But the projects only opened the door to further research. Much is still to be learned. And a majority of classrooms feel only distantly the diminishing shockwaves of the explosion. If the reverberations are to continue, classroom teachers must now provide the primary impetus.

As a high school social studies teacher during the 1960's, the author of this study was influenced by the revolution. In 1961 he participated in an advanced placement American history institute headed by curriculum innovator Dr. Edwin T. Fenton. The following year he was a John Hay Summer Fellow, studying with Dr. Charles R. Keller, Dr. Bernard S. Miller, and other teachers interested in an increasing humanistic emphasis in education. In 1965 the researcher wrote a unit at Amherst College for the Committee on the Study of History, joining in dialogue with Richard H. Brown, Edmund Traverso, C. Van Halsey, and other developers of the New Social Studies. He has since tested Amherst Project materials in his own classroom at Winston

Churchill High School, and published another inquiry unit in the New Dimensions in American History series, the original outlet for Amherst Project materials. He also has read advanced placement American history examinations for Educational Testing Service since 1968.

Each of these experiences made him a participant in dialogue with other teachers who were seeking to improve their art. The result was that he assisted Churchill Social Studies Department Chairman Lee Goode and other District 4J teachers in developing many inquiry methods and materials for local use.

Education is more natural, and certainly more fun, when the student is a scholar, asking questions of data. This is the major point behind the inquiry approach. The influences of the 1960's dedicated the researcher to a full acceptance of this premise, and to an attempt to expand his experiences in this direction.

Could a classroom environment be developed in which the student approaches data unencumbered by the biases of teacher or editor? How would students respond to completely raw data? Could they organize it themselves?

It seemed clear that some structure would be necessary. Data would have to be selected; some would need editing. But perhaps a classroom could provide nearly free inquiry, like Charles Keller's dream of a history laboratory where the students "handle the elements and compounds and the acids of the subjects," or Richard H. Brown's concept of facts as "the bare bones of a skeleton on the desert."

The world is the social scientist's laboratory. Political, sociological, and economic data are gathered from live specimens. The subjects of the historian's research, however, may be dead. But their artifacts live on. The historian's function is to find them, order them, and make them make sense.

It is possible that students in the "Age of Aquarius," may not respond to cold data and appeals to become objective scholars. Would they respond to an approach which brought them into direct contact with the "people" of history? Would students be interested in newspapers and magazines their grandparents read. letters and diaries they wrote, and catalogues they used for varied purposes?

What would happen if students read such materials? Would perusal of these data lead to an understanding of the culture of earlier generations? Would students become interested in the problems the people faced? Would their interest lead to independent inquiry into the attempts which were made to solve those problems?

Questions such as these led the researcher to the University of Oregon (1970-71) to study teaching methods and to prepare for a field study. He decided to develop a full-year experimental course which he would teach as four nine-week minicourses at Winston Churchill High School during the 1971-72 school year. Insofar as possible the cultural environments of specific times in history would be recreated. In each, a laboratory setting would be provided in which students would investigate Americans much like themselves, but living in a different era. They would first read whatever documents were available in their own family and community archives, and speculate about their ancestors' life styles and reactions to their problems. Then the students would be exposed to the mass media of the selected period, with considerable freedom to follow their own inclinations in exploring themes which seemed important.

This emphasis would make them neither junior historians nor textbook readers. They would become vicarious participants in the making of history. Instead of the usual view of history from the top down, the students would see it through the eyes of his own counterpart from another historical period.

What subject matter is most suitable? Wars have dramatic interest. But the researcher believes conflict is often overemphasized; most interpersonal and international problems are solved without violence.

Fundamental to non-violent progress is a government that is responsive to the will of the majority, but still protects the rights of the minority. What is more important in the American dream than the opportunity to freely choose those who will govern?

Could a meaningful experience come from an in-depth study of a presidential election year? Would the media coverage of a political campaign provide insight into America's successes and distresses?

An American election is truly a remarkable spectacle. Complex ideas are reduced to simple slogans; candidates are marketed like soap. Having been bombarded with persuasive rhetoric and advertising, the voter is king for a day. Somehow he must reduce all his experiences--his hopes and fears, dreams and disappointments of four years--into one tiny x on a ballot.

The researcher decided to emphasize the year of a presidential election in each of the four minicourses. This would provide an opportunity to assess the extent to which free elections provide solutions to problems. Hopefully, inquiry into the positions politicians took on important issues would lead students to identify with the candidates, form their own opinions, and debate. Although it would be impossible to recreate the actual experiences people lived, students would be exposed to many conflicting influences in the struggle for votes. This would place them a distinct step closer to the historical reality of the "common man" than if they depended solely on historians to structure the information and decide what was important.

Further, they could read letters and diaries written by the people who were making the news. This would supply an added dimension of understanding and empathy, and help them to decide how to vote on election day.

Finally, after using media and personal materials, debating, and casting their votes, they could read some "after-the-fact" assessments--memoirs of the people who had made the news as they subsequently defended themselves, and the studied accounts of historians. Thus, the study would first give students a chance to gain some understanding of the cultural environment, then follow political campaigns much as voters did (but with a greater variety of materials than typical voters read), take a position on issues, defend it before their fellow students, translate it to a vote for a candidate, study the memoirs, and turn to historians' accounts for perspective and for answers to the still-puzzling questions.

The ideal classroom would be a laboratory of media much like the most literate voters may have used. But the student would have at least two things unavailable to the voters--he could read the diaries, letters, and memoranda of the candidates, and he could study what happened after the election and determine to what extent the promises were kept.

Winston Churchill High School is a suitable site for such an experiment. Among its innovations since its establishment in 1966 are an open campus and a modestly flexible schedule, based upon an eight-period day.

Charles W. Zollinger, Principal, and Social Studies Department Chairman Lee Goode each encourage creativity. The Churchill Social Studies Department has abandoned textbooks in the traditional sense, and depends heavily on inquiry materials. Many are prepared by individual teachers, others are developed in district workshops, and some use is made of those produced by the major curriculum projects.

At the time of this study all students were required to complete four nine-week terms of world studies, four of American studies, and four of modern problems. In 1970-71 world studies students were for the first time allowed to elect from about ten course offerings. This was carried into the American studies program in 1971-72, the year of this experiment.

The American studies curriculum features the United States since 1870. The researcher decided that 1912, 1936, 1948 and 1968 were among the most pertinent presidential election years during that time. These could be offered sequentially, and would provide access to major problems: 1912--government's relationship to the overwhelming power of big business, and the third term issue; 1936--depression and New Deal; 1948--containment of communism and post-war problems; 1968--war in Vietnam and civil rights. Students who identified with candidates as they argued each of these issues would surely gain some understanding of the major problems in American history.

The four minicoures were described in the Churchill Curriculum Guide as follows:

121 The United States Sixty Years Ago

Through the periodicals, mail order catalogues, and other documents of the early twentieth century, students will inquire into how Americans of that generation lived. How were their interests and concerns different from ours today? How did they express their patriotism and protests? Was the system of free elections providing solutions to their problems?

The unit will include an in-depth look at the Presidential election of 1912, when a split in the Republican Party allowed Woodrow Wilson, a Democrat, to be elected. The Socialist Party received six per cent of the vote that year, its highest in history. A major issue was whether the federal government should use its power to solve the nation's problems.

122 The United States in the 1930's

Through periodicals, radio broadcasts, newsreel and movie films, mail order catalogues, and other documents of the 1930's, students will inquire into how Americans of that generation lived. How were their interests and concerns different from ours today and different from those of Americans of earlier years? How did they express their patriotism and protests? Was the system of free elections providing solutions to their problems?

The unit will include an in-depth look at the election of 1936, when Americans had a chance to evaluate Franklin D. Roosevelt and the New Deal at the ballot box. Students who took course number 121 will compare the campaign and election of 1936 with that of 1912.

## 123 The United States in the Late 1940's

Through periodicals, radio broadcasts, newsreel and movie films, mail order catalogues, and other documents of the late 1940's, students will inquire into how Americans of that generation lived. How were their interests and concerns different from ours today and Americans of earlier years? How did they express their patriotism and protests? Was the system of free elections providing solutions to their problems?

The unit will include an in-depth study of the election of 1948, when the influence of Hubert Humphrey and other northern liberals caused the southern Democrats to form a Pro-White States' Rights Party. Students who took courses 121 and 122 will compare this campaign and election with those of 1912 and 1936.

## 124 The United States in the 1960's

Through periodicals, radio broadcasts, newsreel and movie films, television, mail order catalogues, and other documents of the late 1960's students will inquire into how Americans of that generation lived. How were their interests and concerns different from ours today and Americans of earlier years? How did they express their patriotism and protests? Was the system of free elections providing solutions to their problems?

The unit will include an in-depth study of the election of 1968, which included riots over the Viet Nam war, campaigning candidates being shouted into silence by unruly crowds, the emergence of George Wallace and the American Independent Party, and a narrow victory for Richard Nixon and Spiro Agnew. Hubert Humphrey was booed by the same elements in the Democratic Party who had cheered him in 1948. Students who took courses 121, 122 and 123 will compare this campaign and election with those of 1912, 1936, and 1948.

Preliminary student registration in April, 1971, indicated a rather heavy demand for these courses. Four classroom sections of each were therefore offered (the researcher's entire teaching load except for an advanced placement American history course) for each of the four nine-week quarters. The four sections of "The United States Sixty Years Ago" were set for September 7 through November 11. "The United States in the 1930's" would end February 7, "The United States in the Late 1940's" April 16, and "The United States in the 1960's" would end June 15, 1972.

The course as projected seemed promising. The most formidable task would be to prepare an adequate data laboratory. That attempt, which was carried out concurrently with what has already been described, continued throughout the entire 1971-72 school year as the course was being taught.

# CHAPTER III

# THE EXPERIMENT IN PREPARATION

Fundamental to inquiry education is the principle that the seeker must become a finder. The student's enthusiasm will soon dissipate if he meets only intellectual blind alleys. This means that a responsive classroom environment is an essential.

A first major task in this research was to create that environment in the Churchill High School classroom where the experiment would take place. Since the goal was to expose students as accurately as possible to the political and cultural influences of four key years in the American experience, an extensive supply of documents would be needed. The attempt to obtain these materials was both exhausting and rewarding.

An ideal laboratory for the minicourse based on the election of 1912 would include these materials: multiple copies of several magazines which would depict influences on Americans regarding news events, travel, fashions, advertising, humor, sports, business conditions, living conditions, etc.; multiple issues of enough newspapers to represent a cross section of varying editorial opinion; mail order catalogues; diaries and letters of prominent people who figured in the news; and whatever data of a personal nature the students could secure from their own homes. The libraries for the other three minicourses should add radio, newsreel film, and television, as they became available to the electorate.

The attempt to procure such materials occupied much time and energy during the 1970-71 school year, while the researcher was on campus at the University of Oregon. The first major problem was to locate specific items and sources from which they might be obtained.

The researcher and his adviser sent requests on January 15, 1971, to each of the three major radio-television networks, and to Time-Life Films, producers of the March of Time collection, seeking videotapes, audiotapes, and films which were produced as news releases during the four years to be emphasized in this study. The researcher offered to come to New York City to help in the selection process (he would be in the vicinity in June evaluating advanced placement examinations). NBC and CBS failed to respond; the American Broadcasting Company answered on March 5, saying that "our Radio News Department has advised that it has no pertinent radio tapes on file for distribution." A second request was answered by the Manager of Public Relations, who said:

> While we do indeed retain a file videotape and filmed record of each night's "ABC Evening News," I doubt that it is in a form accessible to you and the uses you describe.

> The videotape version of the show would cost approximately $300 per half hour to reproduce, and even then, sophisticated videotape equipment would be needed to playback the program.
>
> The film version is in the form of a 16mm. negative print. Here, again, the cost to reproduce a positive, sound-synchronized black and white 16mm. print would be prohibitive.
>
> Beyond this, I can tell you that while file transcripts are prepared for each evening's program, they are available only as file copies. Here, again, reproduction by conventional methods would make cost prohibitive.
>
> I am sorry we could not be of more assistance, but I am sure you understand that we are structured first to observe, record and present the news. Retrieval of this information internally is a relatively simple procedure. Preparation of the information for external distribution such as you have requested, because it is not one of our chief functions, is an extremely difficult and costly task.
>
> My thanks, once again, for your interest and good luck with your experimental curriculum.

Time-Life responded on February 18. Its comments included these paragraphs:

> I am sorry to tell you that the March of Time collection of old films (or even footage) is not yet in shape for outside uses. We are cataloging that material and transferring it in 16 mm. film, but much work remains to be done.
>
> I will keep your letter against the day that I can send you a list of the March of Time titles still salvageable from the vaults where they have been lying for countless years.

On the recommendation of interested friends, letters were sent to the audiovisual departments of Kent State University and the University of Colorado, requesting information about their specialized materials. Neither proved useful for this study. A thorough search of numerous catalogues indicated that virtually all commercial films have been edited as "conclusions" rather than source materials. The 8 mm. film loop series produced by Thorne in Boulder, Colorado, provides some source data, but has a limited number of titles directly related to this study.

The search for letters and diaries was nearly as frustrating. An excellent set of bound volumes of Theodore Roosevelt's correspondence is available, as are some useful letters from William Howard Taft's aide, Archie Butt, to his sister. Beyond that the search brought sparse results. It is evident that most of such material is housed in archives unavailable for use with high school students.

The attempt to find appropriate magazines began at the University of Oregon Library. The researcher spent scores of hours in a page-by-page survey of about twenty-five periodicals published in 1912; more limited attention was given to the other years to be emphasized. Evaluative commentaries were recorded, along with information which could later assist in the teaching process.

Many magazines were suitable for use by high school students. But were old magazines available in quantity? Many were marketed on microfilm, but it seemed desirable to secure original copies if possible.

Conferences with University of Oregon Library personnel established Abrahams Magazine Service in New York

City as a source. A letter was sent to this company on January 25, 1971, explaining the study, and asking to borrow several periodicals for student use. An immediate response expressed interest, and noted:

> We do not ordinarily lend materials. However if you will send us the listing of the magazines that you will need, we shall be glad to give it our prompt attention. We will then advise you just as quickly as possible as to whether or not we will be able to be of service in this matter.

On March 29, after extensive additional research in the University of Oregon Library, the researcher enumerated his desire for all 1912 issues of six magazines, along with the promise of a subsequent request for similar orders from their 1936, 1948, and perhaps 1968 supplies. Again, Abrahams responded immediately:

> After noting your requirements we regret that we will be unable to lend this material to you and we will only be able to be of service in our usual manner. If you will do the actual research at your own university library (who we believe has all of these items) and if you will then send us a listing of the exact titles and issues that you might wish to buy, we shall be glad to send you a quotation on anything that we have available.
>
> We very much regret that we cannot comply with your original request to borrow these items, but in view of the amount of material that you need, it would be simply too time consuming and economically unfeasable at our end. We trust that you understand our position in this matter....

The researcher then requested a price list for these magazines:

> Colliers--all 1912, 1936 and 1948 issues.
> Life--all 1912, 1936 and 1948 issues.
> The Independent--May, June and July of 1912.

Harper's Weekly--all of 1912.
LaFollette's Weekly--all of 1912.
Literary Digest--all of 1912 and 1936.
Time--all of 1936 and 1948.
Newsweek--all of 1936 and 1948.
United States News--all of 1936 and 1948.
Scholastic (Senior Scholastic)--all of 1936 and 1948.

Abrahams' response enumerated 505 individual issues which were available from six of the suggested periodicals, including some from each of the four years. This note was added:

> Our usual charge for the more recent years (1948) is around $2.00 per copy for single issues and the older years are priced at around $3.00 per copy and up. Naturally we will offer you a special lot price (around half) if you are prepared to buy all of the material that we can supply. None of the other items are available at this time.
>
> Please let us know if you wish to purchase the material, for our further attention.

It was impossible to respond. Although some potential funding sources were being investigated, none was as yet available, so this correspondence was temporarily suspended.

The search for newspapers was also exhausting. On January 30 the researcher wrote several publishers, asking if they would "give or loan us selected newspapers" since "commercial microfilm is prohibitively expensive." However, the Birmingham News responded that it did not keep papers over one month; the New Orleans Times Picayune sent three copies from the 1968 presidential election week, but noted that it saved loose copies for only four years, and did not loan microfilm; the Christian Science Monitor informed that it did not stock back issues for more than one month, and microfilm was for staff use only, adding that microprints could be purchased for $2.00 per page. These newspapers recommended commercial sources such as University Microfilm and Bell and Howell.

A study of loan sources listed in Newspapers on Microfilm led to correspondence with the University of Missouri Library, the Wisconsin Historical Society Library, and the New York and Chicago public libraries. Again reference was made to commercial outlets.

The microfilm producers sent price lists ranging from $13.00 per reel (Bell and Howell) to $28.00 (Minnesota Mining and Manufacturing Company's price for minimum orders). University Microfilm did not answer directly, but twice sent its catalogue of periodicals on microfilm (magazines only). The University of Oregon Library produces prints of the Eugene Register Guard for $15.00 per reel; the Oregonian markets its film for $9.00. Recent issues of major newspapers average about two reels a month.

If microfilm could be acquired, readers would be essential. What are the best microfilm readers? Where can they be procured? Are they prohibitively expensive? Are any produced which can be projected for use by an entire class at one time? These questions led to conversations with the University of Oregon, Churchill High School, School District 4J, and Lane County Intermediate Education District audiovisual personnel, and all local distributors of such equipment. Letters were sent to some manufacturers. It was ascertained that microfilm readers of varying quality are available at prices ranging from $125.00 upward.

Frances Schoen, University of Oregon newspaper librarian, recommended the Dagmar Super 35 for projection purposes. Correspondence with its manufacturer, Audio Visual Research Company, revealed that this model had been recently discontinued, but that a new one was being produced "which will retain the same features of versatility which made the Dagmar Super so popular. We shall be in touch with you as soon as it is available--mid-summer of 1971." The researcher wrote subsequent letters in August and November, but the reader-projector remained unavailable.

Concurrent with the search for materials was the attempt to find funds with which to buy them. From the beginning it had been recognized that one minicourse could perhaps be developed (to a limited extent) within the Churchill High School social studies department budget. However, the program as projected would require considerable additional funds. The enumeration of specific needs proved to be time consuming. When the researcher finally approached School District 4J it was too late for capital outlay requests to be considered for the 1971-72 school budget.

The researcher then turned to a study of potential sources of funding. The search was not successful until well into the 1971-72 school year.

# CHAPTER IV

# THE EXPERIMENT IN THE CLASSROOM

This study originated with the hope that the researcher's history classroom could become a media laboratory for the entire 1971-72 school year. Four class sections of each of four minicourses--centering on the presidential elections of 1912, 1936, 1948, and 1968--would be developed from materials which would introduce students to many aspects of the cultural and political influences of those years. Encounters with the media would make them participants in history to the extent that they would identify with candidates, debate issues, and vote.

Much of the researcher's preparation time during the preceding year had been devoted to the first minicourse, entitled "The United States Sixty Years Ago." About twenty-five magazines published in 1912 were surveyed; six of them received extensive attention. Data was typed and indexed on Unisort Analysis cards in an attempt to prepare for quick retrieval of some of the most important events of that year. The other three minicourses were less extensively prepared.

Before the 1971-72 school year started it became apparent that funds would not be available to provide an adequate laboratory for the first minicourse, "The United

States Sixty Years Ago." The researcher decided to go ahead on a limited basis anyway, using whatever materials he could borrow from the University of Oregon Library and on interlibrary loan. The outcome is summarized briefly in Section A of this chapter.

The second minicourse, "The United States in the 1930's," began in November. Little preparation had been made to treat this course experimentally, and no mass media materials were available. As a result, it was taught in a relatively traditional manner, and will not be described here.

Moderate preparatory attention had been given to the course, "The United States in the Late 1940's," which was scheduled for February 7 through April 13, 1972. When it seemed likely that a reasonably adequate laboratory could be provided, the researcher decided to develop this as a major field study. Although the materials arrived late and the supply was inadequate, the course was the most experimental of the year. It is described in considerable detail in Section B.

Contrary to expectations, inadequate materials were available for "The United States in the 1960's," which was taught from April 17 through June 15 of 1972. However, some ideas were tested, and will be described briefly in Section C of this chapter.

## Section A

## "The United States Sixty Years Ago"

The initial goal was for the students to gain an impression of conditions in the United States of about sixty years ago. First, the students and teacher* would provide whatever primary sources were personally available, including diaries, letters, photographs, and other artifacts relating to their own ancesters in the early twentieth century. Each student would treat his evidence individually; data from the entire class would then be combined in an attempt to generalize about the ancestors of the class members.

After relating this to the life styles of "exceptional" Americans, attention would center on the media of 1912. To what extent did newspapers and magazines deal with the problems the students had been discussing? Were these problems an important part of the political campaign of that year? What happened in that campaign? Did the outcome seem to reflect the public interest?

Finally, it was anticipated that the students would read excerpts from memoirs which would provide an opportunity to see the political figures looking back, and then study the evaluationsof historians.

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*The author of this study also taught the course. The terms "researcher" and "teacher" will therefore be used interchangeably in this chapter.

In the first class period of the year students met in small groups to brainstorm about how they could find out what life was like for Americans in 1912. Then the class pooled the results of the small group discussions, reporting a long list which included such potential sources as "old people," museums, newspapers, magazines, catalogues, diaries, letters, antique shops, almanacs, autobiographies, old pictures, criminal records, military records, documentary films, old postcards, old buildings, and others. The students were then commissioned to investigate as many of these sources as possible. Many responded, and for three days the class sessions were devoted to a perusal of artifacts from home. Among them were a few letters dating from the Civil War to 1920, numerous magazines, a number of antiques, reprints of 1896 and 1902 catalogues, and an Edison gramophone with disks produced in 1907.

In addition, all students were required to personally interview someone who had been alive in 1912, asking each to give impressions of what life had been like sixty years ago. This brought some interesting responses. A few students toured old buildings selected from a list supplied them at the Eugene City Hall.

Then the teacher shared some of his own family letters. The first was from a maternal great grandmother to her teenage son in 1880. He had unexpectedly taken a job in a Minnesota lumber camp 700 miles from home, and she asked for the privilege of giving "a little advice for that is all I can give you now. Although you may not regard it it is free and you have your choice do as you think best." She worried about the Minnesota winters: "Be sure to keep your feet dry for your all depends upon your health and it is far more precious than money and prevention is cheaper than cure...." The second involved the same man in 1914 as his family (including the teacher's mother) gradually emigrated from Missouri to a sagebrush homestead in Idaho.

In general, interest seemed good. Unfortunately, however, a majority of the students failed to locate any old diaries or letters, and the interviews tended to be redundant. Nevertheless, the researcher felt that the students emerged with a much more accurate stereotype of Americans sixty years ago, and an interest in learning more about them.

For the next three weeks the class examined some semi-traditional sources in a survey of the American response to European imperialism, labor-management problems, and the status of the American Indian and the black American at the turn of the century.

During the final three weeks of the quarter a small laboratory was established with bound volumes of the 1912 issues of Harper's Weekly, The Independent, LaFollette's Weekly Magazine, Collier's and Life. This was supplemented by the Unisort Analysis cards the teacher had originally prepared for his own reference, but which, due to lack of materials, were used directly with the students.

One reel of microfilm was obtained on interlibrary loan, to be used in the classroom on a microfilm reader which had been borrowed from the Churchill library. Unfortunately, on the day the microfilm reader became available, the microfilm was recalled. More film was borrowed, but the Churchill library recalled the reader. When students were sent with microfilm to the library, they could not use the reader unless they had been pre-trained, and no one in the library as yet knew how to train them (the reader had only recently been purchased).

In spite of such obstacles and frustrations some progress was made. The students gained a general understanding of some major problems of 1912 and became acquainted with a sampling of the media. They studied excerpts of Theodore Roosevelt's correspondence as he decided to seek a third term, and assessed the reaction of President William Howard Taft (through the letters of his assistant, Archie Butt). However, more time than had been anticipated was spent in developing an understanding of the political process itself--the role of the national party conventions, and the Electoral College's purpose and function. The quarter ended without sufficient attention having been given to the secondary sources which analyzed the events of 1912.

For their final examination the students wrote an essay in which they voted and defended their choices. Woodrow Wilson, the Democrat, received 56 per cent of the student vote with Progressive Theodore Roosevelt getting 41 per cent and William Howard Taft, Republican, and Socialist Eugene Debs each receiving less than 2 per cent. (The voters in 1912 gave Wilson 43 per cent, Roosevelt 28 per cent, Taft 24 per cent and Debs 6 per cent.)

The position papers were generally superficial. Many based their votes on the simple assumption that Taft favored big business, Debs was a Socialist, and Wilson and Roosevelt seemed more responsive to the people. Several were against Roosevelt because they thought no president should serve three terms. (Appendix A includes three rather typical examples of the papers the students wrote in defending their votes.)

For several weeks Harper's Weekly had implored the voters to reject Roosevelt with this plea: "Down with the Demagogue! Smash the Third Term; Save the Republic." The former President had defended himself in many letters by contending that the four-year time lapse since he left office gave him the same status as an aspirant for a first term.

In the opinion of the researcher this minicourse was generally successful. The data-gathering phase in the first three weeks elicited considerable interest; the emphasis on

1912 was somewhat rewarding, especially in terms of student interest in the magazines. The major weakness was the attempt to derive information about the issues from inadequate sources. Only the bound volumes of five magazines and one reel of newspaper microfilm were available at any given time; the classes numbered up to thirty-five students. In retrospect it appeared likely that the direct use of the Unisort Analysis cards with the students had been a mistake. Most of the items had been written for the teacher's own reference, and students had difficulty relating them to the questions they were asking. Yet without the cards the data would have been totally inadequate.

The minicourse had been fatiguing, and the results somewhat disappointing. However, by this time it appeared that funds might be available for one or both of the second semester minicourses, and the teacher looked forward with some optimism.

## Section B

## "The United States in the Late 1940's"

This minicourse extended from February 7 through April 13, 1972. Again, four sections were offered, with each limited to a maximum of thirty-five students.

A summary of World War II and the post-war treaties filled the first two and one-half weeks. Then, upon receipt of 267 magazines, the class members and their teacher embarked upon a six-week inquiry into the year 1948.

The magazines (Appendix B) were of the kind commonly read by millions of Americans, although it is unlikely that many had access to all those available to the students in this classroom. Microfilm of several newspapers and four microfilm readers were housed in the classroom during the final three weeks. Radio and television tapes were unavailable, but simulations of four radio broadcasts were produced by Tony Mohr, a Churchill High School teacher who assisted on his own time.

Ideally, the researcher wanted to allow perusal of the materials in an unprescribed manner. Like people living in 1948, the students would freely select periodicals and newspapers as if from a newspaper stand or the media section of the local library. No negative sanction would result from their reading whatever interested them. Advertisements, personals, comics, sports, fashions--all are history. This highly subjective, completely free inquiry might give the students a more empathetic understanding of the past than the relatively detached analyses of historians.

The motivation for such inquiry would come from within--from the same kinds of promptings which caused voters to defend candidates; even, perhaps, from the indefinable curiosity which leads the historian to ask questions, develop hypotheses, and search for answers. Maybe free access to meaningful data would make the high school student an inquirer once more. Unencumbered by "assignments," students might find interesting materials, organize them, and develop a picture of what 1948 was like for "typical" Americans. The process might then lead them spontaneously to a study of how the politicians and diplomats were responding to human needs.

Unfortunately, however, the researcher feared that this was an irresponsible dream. Available evidence and common sense both mediated against absolutely free inquiry in a classroom populated by regular high school students. Wishful thinking to the contrary, there was little evidence to suggest that in the thirty classroom periods (twenty clock hours) available, unguided students would make the transition from casual observers of structureless data to interested learners. Basic goals must be predetermined, or the student might find himself in an impossible maze.

The teacher decided therefore to provide "data sheets," but as guides in the search for evidence rather than assignments to be submitted. Most would direct attention toward media coverage of the presidential campaign. (Appendix B gives typical examples of student work on each of the nine sheets.)

Data Sheet 1--for a chronological tabulation of the convention delegate votes each candidate seemed likely to get on the first ballot.

Data Sheet 2--for a chronological record of the candidates' progress in public opinion polls.

Data Sheet 3--for recording candidates' positions on foreign policy.

Data Sheet 4--for recording candidates' positions on internal security.

Data Sheet 5--for recording candidates' positions on civil rights.

Data Sheet 6--for noting any other articles which might help students understand what life was like for Americans in 1948.

Data Sheet 7--for a report about diaries or letters which were written during the 1940's.

Data Sheet 8--for noting political candidates' views on other issues.

Data Sheet 9--for recording specific data regarding the Oregon Primary.

The following is the introductory statement which was given the students at the beginning of the emphasis on 1948 (two and one-half weeks into the minicourse):

> During the remainder of the course we will try to find out what life was like for "typical" Americans during the late 1940's. What were their hopes and fears? What were their successes and failures? How did they attempt to get major problems solved? Were they successful?
>
> What about national and international problems? What were the nation's priorities? What issues did lawmakers debate? Did the system of representative government and free elections provide an adequate alternative to solving problems by violence? What were the issues in the presidential election of 1948, who ran, and why?
>
> To seek answers to questions like these we will make our classroom into a laboratory of about 300 magazines and 10 newspapers, all from 1948. News articles, editorials, and letters to the editor will

> provide clues. Additional evidence may be gained from short stories, advertising, stories about sports and other entertainment, cartoons, and many other things contained in the media.
>
> Nineteen-forty-eight was selected as the year for intensive study because of the presidential election that year. We will encounter eight or ten men who very much wanted to become President. As the media report their positions on important issues we will learn about the issues as well as the candidates. Each of you will finally be asked to do what Americans of 1948 did: vote. Then you will analyze why you voted as you did and defend yourself.
>
> To guide this study we will compile evidence about the individual candidates' positions on major issues, and keep a record of their progress as they attempt to get their party's nomination, and win the election.
>
> You will be evaluated partially on the number of "data sheets" you complete; however, what you learn about the issues and about anything which illuminates your understanding of people in 1948 is much more important than merely filling out the data sheets.

Table 1 (pages 50 and 51) is a calendar of the major classroom activities during the emphasis on 1948. It varies somewhat from the original plan.

The minicourse can be divided informally into the following emphases: February 7 through 23--survey of World War II, the post-war agreements, the Truman Doctrine, and the Eightieth Congress; February 24 through March 2--perusal of magazines and data gathering on the progress of the candidates from January through April, 1948, with major emphasis on the Marshall Plan, which was being debated in Congress; March 3 through 10--data gathering on the progress of the

## TABLE 1

## CALENDAR OF ACTIVITIES FOR "THE UNITED STATES IN THE LATE 1940's"

| | | | | |
|---|---|---|---|---|
| (February 7 through 23--emphasis on pre-1948 events.) | | | February 24<br>Used magazines published January through April, 1948. Research and discussion. | 25<br>Same |
| 28<br>Same | 29<br>Same | March 1<br>Teacher-led discussion of Henry Wallace article on Marshall Plan | 2<br>6 minute audio-tape.<br>Open-note examination. | 3<br>Used magazines published May and June, 1948. Research and discussion. |
| 6<br>Same | 7<br>Same, with microfilm from two newspapers featuring Oregon Primary. | 8<br>Same | 9<br>Same | 10<br>Discussion of two specific articles on the danger of communist subversion. |
| 13<br>Used magazines for June, 1948 | 14<br>Same | 15<br>Used newspaper microfilm and mimeographed newspaper reprints. | 16<br>Played simulated tape of first ballot at Republican Convention. | 17<br>Played simulated tape of second ballot at Republican Convention. |

TABLE 1--Continued

| | | | | |
|---|---|---|---|---|
| (March 20-24--Spring Vacation) | | | | |
| March 27<br>Used immediate post-convention magazines and newspaper microfilm | 28<br>Used mimeographed reproductions of 8 newspaper articles from Democratic Convention. | 29<br>Used magazines for July, 1948. Research and discussion. | 30<br>Same | 31<br>Open-note examination |
| April 3<br>Used mimeographed reprints of newspapers published during Dixiecrat Convention. | 4<br>Used August to October magazines. Research and discussion. | 5<br>Same | 6<br>Same | 7<br>Same |
| 10<br>Classroom "debates." | 11<br>Review | 12<br>Essay Examination | 13<br>Objective Examination | |

candidates during May and to June 20, 1948, with the problem of internal security emphasized through study of the Mundt-Nixon Bill, which was being debated in Congress; March 13 through 17 and March 27--emphasis on the Republican Convention; March 28 through 31--a study of the Democratic Convention and its split over civil and states rights; April 3 through 7--emphasis on States Rights Party ("Dixiecrat") Convention and the election campaign; April 10 through 12--classroom "debates" on candidates, review, and the final examinations.

### February 7 through 23

This emphasis on World War II, the Truman Doctrine, and the Eightieth Congress was taught in a relatively traditional manner and will not be explained here.

### February 24 through March 2

The only data the students used were magazines published during January through April, 1948, and two audiotapes simulating radio news broadcasts. Not all students read the same magazines, nor even those published the same week; instead, they randomly selected whatever looked interesting. For example, a student might first leaf through a Life for March 29, then turn to Newsweek for January 26, then Time for February 16, etc. The large number of students with few magazines for any specific week made a chronological study impossible.

The students reacted favorably to the magazines. All seemed interested--far more so than with typical reading assignments. They also responded well to the data sheets--too well, in the opinion of the teacher, who hoped they would become guides to learning, not assignments to be dutifully completed.

As individual students located polls and other significant data, the teacher encouraged them to share with the entire class. This procedure worked well. The classroom became a cooperative rather than competitive enterprise. However, it was difficult to find direct references to the candidates' positions on the issues. Some frustration resulted. Students who saw themselves as fulfilling assignments for the teacher's benefit were dismayed with the lack of data to fill out the sheets.

The Marshall Plan was the only issue given serious consideration at this time. The magazines had many references to the Plan, but few which related it directly to the candidates. However, by cooperative effort, the students were able to learn what it was, its basic purposes, and something of why President Truman favored it and how it related to his "Doctrine." They also discussed the positions of Senator Arthur Vandenberg (a strong supporter), and Senator Robert A. Taft (who thought it would cost too much money and wanted it trimmed significantly). Then the teacher introduced an article by Progressive Party candidate Henry Wallace, who opposed the Plan because he thought it would give the United States government too much influence in the internal affairs of European countries; he favored aid, but through the United Nations with no American strings attached, and less profits for American businessmen.

Some rather meaningful discussions of the Marshall Plan and the Truman Doctrine (American military aid in the defense of "free peoples resisting attempted subjugation by armed minorities or outside pressures") resulted. Students who were skeptical of current American foreign policy and who were familiar with the positions of George McGovern and Eugene McCarthy were particularly interested.

An open-note examination March 2 asked the students these questions:

1. React to the Marshall Plan from the point of view of three different presidential candidates. Tell specifically what each wanted to do on this issue and why. Include also the sources from which you got the information.
2. Place the various possible candidates for President in order (first to last), based on their strength in public opinion polls during late 1947 and early 1948. Give evidence. If some are difficult to rank, explain why.
3. Write a paragraph on one of the following. Do either a or b.
    a. Tell which 1948 candidate you favor so far, and give your reasons.
    b. Tell of one thing you got from the magazines which especially interested you.

In general, the students did well on question one. Most compared Truman, Wallace, and either Taft or Vandenberg. The listing of candidates in question two tended to be rather complete, but generally lacking in evidence. On question three, most students chose part "a" and favored Truman. They tended to like his position on the Marshall Plan and Truman Doctrine. (Appendix C includes three papers collected in a random sampling. One is considered above average, another average, and a third slightly below average.)

Here is the journal the teacher kept during this part of the study:

> February 24--Distributed magazines. Students showed good interest, and most began to work on some data sheets. Some confusion, but not as much as expected. One student found a poll in Jan. 16 U. S. News measuring Truman against three Republicans and Eisenhower. Shared with entire class, and showed how to do Data Sheet 1. Basically well pleased.
>
> February 25--Very tiring day. Students generally interested, but much confusion, help needed on relating specific articles to data sheets. But students active, and I feel mainly pleased. One student excited as she found Life story of Timberline Lodge with picture of girl in chair lift which is same picture as is on their Pee Chee folders.
>
> February 28--Each day several Advanced Placement students (who have the same classroom a different hour) have been reading magazines at first of period. Ken Harris says same happens in his classes (which also meet in the same classroom). One student interested in picture of Mayor Hubert Humphrey.
>
> Shared polls and a few news items (especially Marshall Plan) with entire class so they could actually get something down in notes. It went quite well, with generally good participation.

> However, they are having difficulty finding a lot of articles which relate the politicians directly with the issues. Also we probably need a form on which to record political progress beyond chosen delegates.

March 1--Read Wallace handout and explained it some.

March 2--Six-minute tape simulating radio broadcast.
Exam--took most of period.

March 3 through March 13

Magazines published during May and to June 20, 1948, provided the major data. A limited supply of newspaper microfilm for the last two weeks of May was also used. Several public opinion polls appeared in the media and were noted with interest by the students. Harold Stassen, who had been a distinct underdog in his effort to get the Republican nomination, now suddenly zoomed to the front on the strength of some primary victories.

By May, the eyes of the nation were on Oregon. After a dramatic campaign, Governor Thomas Dewey received about 111,000 votes to 102,000 for Stassen. This returned Dewey to a decisive inside track for the nomination, and he once again forged into the lead in the opinion polls.

The teacher introduced one poll by first asking the students which candidate they thought would get the Republican nomination. Most said Dewey or Vandenberg. Then he put the results of a Newsweek poll (June 7, page 14) of fifty leading editors on the board. Vandenberg had a nearly two to one lead over Dewey with Stassen getting no votes. Then the teacher asked the students whom they thought was the best qualified of all the candidates. They gave Truman 55 per cent of their votes, Eisenhower 21 per cent, and Henry Wallace 15 per cent. The editors split their votes among the Republican candidates, with only one favoring Truman and none Wallace. A teacher-led discussion followed, in which it was speculated that the differences might relate to name familiarity on the part of the students and the pro-Republican bias of the editors.

In general, the students' response to this study was discouraging. They never really became involved in the drama of the Oregon primary, although they did seem to enjoy the polls.

Student reaction to the microfilm was interesting. Each period the teacher set the microfilm readers at articles about the Oregon primary. Invariably, before class had even started, students were at the readers--but had turned them to the comics, sports, or advertisements. The teacher had to coerce them into reading the articles he had selected--something he sometimes felt impelled to do, however reluctantly.

The Mundt-Nixon Bill for the control of internal subversion was the issue the teacher selected for emphasis during this week. Although this bill was being debated in Congress, it was difficult to find adequate references in the media, and almost impossible to ascertain most of the candidates' positions on this issue.

This caused the teacher to search out mimeographed reprints of two articles otherwise unavailable to the students. One was from the April 26, 1948, edition of Senior Scholastic, a magazine designed for high school students. The article "Communism in America" (pages 24-25) took a rigid "Americanism vs. Communism" approach, pointed to the dangers of subversion, and warned students to be diligent. The students had mixed reactions to the article, as they had to the Mundt-Nixon Bill. Many asked how the Federal Bureau of Investigation was to determine who was a communist (the Mundt Bill would provide for FBI exposure and special treatment of communists). Some predicted that such a measure would create a police state in the United States. Others saw it as necessary if there was real danger of communist subversion.

This excellent discussion paved the way for Henry Wallace's article "The Mundt Bill Fight," published in the New Republic of June 14, 1948 (pages 9, 27). Wallace warned that although the bill might expose some communists, its greatest effect would be to prevent freedom of speech by scaring critics of government policy into silence. This article also produced an interesting discussion in which some students raised questions about McCarthyism.

Representative Richard M. Nixon's co-sponsorship of this bill was also of interest. The questions led the teacher to report on President Nixon's early career and the relationship between his strong anti-communist stand and his rise to the Vice-presidency. All students were aware of President Nixon's trip to China and a valuable discussion resulted.

Several students were interested in a Warner and Swasey advertisement in U. S. News and World Report (May 28, 1948, p. 1) comparing communism, socialism, and Americanism. The reader is told that communism means back-breaking work and slave labor camps, socialism produces "no incentive because no one can progress," and Americanism results in "the world's highest standard of freedom and decency." A few of the students reacted to this with some amazement. One asked whether a Negro in an American ghetto would see as much difference.

The following is the teacher's diary from March 3 through 13:

> March 3--Began April-May magazines. Went over first ballot predictions and actual delegates--explained some of delegate selection process.
>
> March 6--Magazines. Drew class attention to poll showing H. S. Truman "doing good job"--59% nationwide, but only 30% in South. Discussed reasons. Also article on Mundt-Nixon. Haven't found much yet--this one good--gives all major features. Wrote them on board. In period 3 and 8 several instantly predicted a secret police, that it was unconstitutional, etc.
>
> March 7--Magazines and two microfilm--Oregon Journal and Register Guard, last half of May, 1948. Each got good attention, but not much on subject of Oregon primary. More interested in ads, etc.

Called attention to Newsweek, May 3, poll of all Republicans, showing Stassen doubling strength in one month. Tried to set up Oregon situation with minimal success. Some asking who won, etc.

March 8--Good response to microfilm, except most still reading ads and comics; only one group voluntarily reading Oregon primary news (4th period).

Rest using June magazines, kept busy except for two or three students. Some noticing Vanport flood; some decline of Chiang. Suggested use of Periscope and Washington Trends (Newsweek); National Affairs (Time); and Newsgram and Whispers (U. S. News).

March 9--Pointed out Newsweek, June 14, p. 17--Truman anti Mundt-Nixon Bill. One student made comment about people in 1948 really being "up in the air" over communism.

Excellent 7th period discussion on how are they to know who is a communist. Also interest in Nixon. Some discussion of President Nixon's co-sponsorship of this bill in all classes.

March 10--Went over "Communism in America" and "Mundt Bill Fight." Fair 3rd period, excellent 4th, 7th and 8th. Told them to imagine PTA, boy scouts, church, etc., and wonder whether communists were trying to take it over. After some detail on communist threat, went over Wallace paper. Several quick to see his point about how freedom of speech could be threatened. I suggested that they sounded kind of suspicious, so maybe I should check their files to see if the other teachers had noticed evidence of subversion. Maybe they are getting the ideas at home. Are their dads working in jobs that security risks shouldn't have? Maybe FBI should be informed.

March 13--Asked students who they thought would win Republican nomination, based on what they had read. Wrote it on the board, and then compared with Newsweek, June 7, poll of fifty leading newspaper editors, all of whom thought the Republicans would win the election. The results:

| Predictions | Students | Newspaper Editors |
|---|---|---|
| Taft | 6% | 12% |
| Dewey | 49 | 30 |
| Vandenberg | 43 | 56 |
| Stassen | 3 | 0 |

Then I asked the students to report which of all the potential candidates for President they favored. Wrote the results on the board, and compared with the poll of fifty newspaper editors:

| Favor | Students | Newspaper Editors |
|---|---|---|
| Taft | 0% | 20% |
| Dewey | 0 | 18 |
| Vandenberg | 7 | 22 |
| Stassen | 1 | 6 |
| Truman | 55 | 2 |
| Wallace | 15 | 0 |
| Martin | 0 | 2 |
| Eisenhower | 21 | 4 |

The final twenty minutes on magazines, including some published before June. One girl very interested in Timberline Lodge story and picture (Life, Feb. 23, p. 71).

Near the end of each period I did a simple check to see how many students were "at task." The combined results: 89% at task, 11% not at task.

For second time students pointed out ad comparing communism, socialism, and Americanism (Warner and Swasey).

One AP student asked if AP could do this when we reach 1948.

March 14 through 17 and March 27

The emphasis was on the Republican Convention itself, with microfilm and mimeographed reproductions of varied newspaper articles supplying the data. At the beginning of each class period the teacher put the reprints on chairs in the center of the room, with Oregonian and Eugene Register Guard microfilm set at preselected stories. The students tended to be disinterested--some of them would do other things or just talk.

The teacher found himself trying to counter this by becoming slightly more coercive. For example, on March 14 the students were asked at the beginning of each hour to familiarize themselves with the "color" of the Republican Convention. During the first class (third period) a spot check "at task" study was made, revealing that only 63 per cent were at task. At the beginning of the other periods the teacher announced that a quiz was upcoming. Spot checks in these class periods showed nearly 98 per cent at task.

Nevertheless, some good, spontaneous discussions of politics developed. Several students were surprised and alarmed at the ruthlessness with which some candidates sought delegate votes. The anticipated defense of the system as a means of averting violence never really developed, however. It appeared that a degree of political cynicism was developing.

With student help Tony Mohr, a fellow teacher, developed a taped simulation of the balloting at the Republican Convention. Students kept tally sheets as the radio-like tape was played. This two-day exercise elicited considerable interest--enough to make the teacher wistfully ponder again how much better it would be to use real videotape of this and other events of dramatic interest. (Appendix B includes a typical example of the scorecard one student kept as the tape was being played.)

Here is the teacher's journal for these four days:

> March 14--Put two Washington Post articles on chair in center of room. Had Oregonian and Register Guard microfilm set up. But before each class started both had been moved to sports, comics, etc. This was true of all four periods.
>
> 3rd period--Had students read--little real progress. Ten minutes into period, 19-11 AT (At Task).
>
> Decided to give quiz--What were distinctive features of each man's campaign headquarters? How many votes did each predict he would get on the first ballot?
>
> 4th period--Announced quiz at beginning (for last 15 minutes). 30-0 AT ten minutes into the period but slacked slightly later. Little attention to microfilm, however. Only about 3 read it. Changed second question to: What success did each candidate predict? This fits the readings better.
>
> In a slip of the tongue one student called me "Mr. Dewey." Must be my mustache. If Dewey had worn a beard he probably would have been elected. [At that time the teacher had a full beard.]
>
> 7th period--Wrote 7 questions on board. Told them to find evidence relative to as many of them as possible, not necessarily consecutively. Ten minutes into period AT 26-0. Pretty well sustained all period.
>
> 8th period--Harder to get started, but still better by far than 3rd period. +10 AT 19-2.
>
> Several 7th and 8th periods asked about Oregon primary, and were explaining to each other that it gave Dewey psychological edge and momentum.

March 15--Had them read Washington Post article on Martin switch [to Dewey], with brief followup commentary as to its importance.

Questions on board:
1. What specific progress was Dewey making toward getting the nomination?
2. What specific actions were the opponents taking to try to stop Dewey?

Read articles from four newspapers with some effectiveness. Still tendency to move from politics to things of particular interest, but not as much as usual.

Not quite as effective as research as 7th and 8th yesterday. But mainly good participation and apparent interest. Quite a few good questions about political progress and maneuvering. It makes them a little bit politically cynical.

A pre-post on political cynicism might be a good part of a controlled evaluation.

March 16--Spend most of hour with Tony's tape of first ballot. Most were interested, I think. Pretty good day.

March 17--Played second ballot tape. Very good interest, although disappointing number of absences. (Day before spring vacation.) Some drama developed as Dewey neared majority.

March 27--First day following spring vacation. Gave out five magazines of first issue following convention. Needed more. Also had microfilm of Register Guard and Oregonian. Asked them to review notes of candidates' progress toward nomination. Only medium success. Not a very good day. Would have gone on to Democratic Convention today instead, but I didn't have the materials, because I couldn't get them run off during spring vacation.

March 28 through March 31

Through reprints and microfilm of newspaper articles an attempt was made to assess the important events of the

Democratic Convention. The materials were not well received; however, some excellent discussions did develop, particularly about the reasons for the civil rights split in the Democratic Party.

Again the students seemed more involved when some specific guideline questions were given. However, the teacher was reluctant to be overdirective, and provided a worksheet only for March 30. On March 31 this open-note examination was given:

1. What two ways were used by different states to determine who would be their delegates to the Republican National Convention?

2. Explain the progress Dewey seemed to be making toward the Republican nomination by each of these dates. Be as specific as possible in showing how he was getting delegates who would vote for him at the convention, which began June 21.
    before May 1
    during May
    June 1 to June 20
    after June 20

3. Explain the civil rights plank which was adopted by the Democratic National Convention in 1948. Why did it create so much controversy? Describe the reactions of some of those who were against it.

Question three produced some excellent answers. Most of the students did well on question one, but the results of question two were disappointing. For example, nearly one-third completely overlooked the significance of the Oregon primary in helping Dewey get the nomination. Also, some apparently failed to see the chronological development of the competition for delegates. (Appendix C gives three examples of student answers, ranked well above average, average, and below average.)

Here is the teacher's diary for this emphasis:

March 28--Put stencils of 8 Washington Post and New Orleans Picayune articles on chairs in center of room. Also had Register Guard, Oregonian and Birmingham News on microfilm. Handed out blue assignment sheet. Explained it for 10 minutes. Asked them to spend time learning what actually happened at Democratic Convention, relate to the questions on the sheet.

Miserable day, especially 8th period. Felt reasonably good other three. But they just didn't really get into it. Some confusion about what to do. Articles not really related to their experience. No frame of reference, I think. Also some words confusing. Several asked what "plank" means--others "rift."

Several disinterested, although some seemed quite interested.

Some said "Oh, no!" when they entered room and saw all the handouts.

March 29--No entry.

March 30--Pretty good research session. Handed out worksheet, tried to get them to find out. Most did. Still some questions about terms like "plank," "party machinery," etc. Also lack of understanding of meaning of sentences.

Many couldn't see why Humphrey was significant (question on worksheet). Also, much needs to be edited out.

March 31--Exam. Some confusion about dates and objection to them. Also some a little short of time.

April 3 through April 7

One day was spent on a brief study of the States Rights Party Convention through reprints of newspaper articles. Then the magazines for July through October were used in an attempt to assess the progress of the various nominees.

Included in the worksheet April 3 was a required letter to Governor Strom Thurmond of South Carolina, reacting to his speech accepting the Dixiecrat nomination. (Appendix C includes papers the teacher considers above average, typical and poor.) He had said "there are not enough troops in the United States army to force us to allow Negroes into our homes, theatres, and swimming pools." (Washington Post, July 18, 1948) This elicited a meaningful discussion of civil and states' rights.

On many issues, however, it remained difficult for students to determine the positions of the candidates from their perusal of the media. Someone asked how the voters in 1948 determined whom they would support. Some of the students were interested in this problem, and speculated that they voted their prejudices more than the candidates' positions on the issues.

Once again the public opinion polls were interesting. Throughout the term many students had been following them, and those who did not know the final outcome sought information from the teacher and other students. Some October polls showing Dewey in the lead were especially fascinating, as all by this time knew he lost the election.

Here is the teacher's diary for April 3 through 5:

> April 3--Set out 5 articles on Dixiecrat Convention, along with worksheet. Good day. Most read well, searched for answers, and responded well during final 10 minutes as I worked with questions about "racial integrity," and to a lesser extent, the electoral college.
>
> Felt that I was answering, not telling, except part of the time 7th period.
>
> April 4--Explained March 31 test and handed it back. Then went to magazines. Told them to check candidates' positions on three main issues and others, and also follow polls. A little resistance by students; some don't want to go back to magazines. Objections seem to be based on lack of ability to get the information they need to fulfill the assignments. Feel kind of discouraged, but know the problem relates to lack of preparation on my part, not necessarily to faults in the method. One student, John Hunnicutt, hopes we won't use the magazine approach next term, but do more like we did second quarter (a more nearly traditional instructional approach).
>
> Some good questions did result, and I think we made some progress. It is obvious, however, that the students are not really going to learn the issues well from just reading the media. I wonder how the people knew who to vote for in 1948?
>
> April 5--Squared everyone away for debate next Monday. Found plenty of students ready to play the roles of the candidates.
>
> Announced three polls--Newsweek Oct. 4 and 11, and U. S. News Oct. 29, which were all strongly Dewey.
>
> Also discussed Wisconsin primary (1972) last night with good interest. Better, I think, than if we weren't studying this.
>
> April 6 and 7--No entry.

April 10 through 12

A "debate" among students playing the roles of candidates was one of the highlights of the unit. Some of the students were well prepared; each had a reasonably good understanding of the candidates' positions on the Marshall Plan and the extent to which the federal government should be involved in attempts to legislate civil rights. One student made an excellent analysis of Henry Wallace's position on all the major issues. The highlight of this day was the debate over states' rights, with those playing Strom Thurmond's role involved in direct confrontations.

On April 12 the students voted and defended themselves in an essay examination. Harry S. Truman received 66 per cent of the votes, followed by Dewey, 20 percent, and Wallace, 12 per cent. Thurmond failed to get any votes, and 3 per cent of the students accepted the option of refusing to vote and explaining why no candidates were vote-worthy.

The position papers varied from immensely superficial to some well-reasoned arguments. Many lacked evidence, especially about Dewey. Thurmond's states' rights position on civil rights made him unpopular. Wallace's early support had suffered attrition during the term as the students read charges that he was pro-communist, or at least willing to accept communist support. Many supported Truman's position on foreign policy and federal responsibility for action in civil rights. (Appendix C gives four examples of student work. One was considered very good, another slightly below average, and the third, very poor. The fourth is the work of a student who, although an extremely poor reader, became rather interested in this class.)

Here is the journal for these days:

> April 10--Held "debates" in each class. Most were very good, I think. Absences in two classes forced me to take Strom Thurmond's role, and this was quite interesting. We had pretty wild arguments, even in seventh period. Eighth period my only black kid, Rick Mosley, really argued with me. It was a most interesting day. The kids identified well with the candidates, but more with their positions, which perhaps could have been assessed independent of the candidates.
>
> April 11--Review. For the fifth time I was called "Mr. Dewey" by a student. No one has called me "President Truman" as yet.
>
> April 12--Examination.

"The United States in the Late 1940's" was the heart of this experiment. Lack of materials and lack of preparation (which was accomplished almost on a day-to-day basis as the course was being taught) caused the experiment to be much more incomplete than had been anticipated. Although in the opinion of the researcher the students had a reasonably good experience, the course stands in need of significant revision. A more complete evaluation will be given in Chapter V.

## Section C

## "The United States in the 1960's"

When this minicourse was planned, it was assumed there would be little difficulty in acquiring sufficient mass media for 1968. However, a request for materials through the Parent-Teacher Association newsletter and District 4J central office sources resulted only in The John Birch Society Newsletter, Christian Crusade, and The Plain Truth magazines. The researcher then wrote Abrahams Magazine Service in New York City, hoping to acquire news magazines, but was told that they no longer stocked single issues. Late in the unit a few other materials were donated, but they arrived too late to be used extensively.

The researcher decided therefore to modify the original plan greatly. In the section of the unit on foreign policy he emphasized the extension of the Truman Doctrine into the Korean conflict, the Cuban Missile Crisis, and the war in Indochina through data which was already available, but added to it a number of newspaper reprints which reflected public opinion.

The section on civil rights also featured materials already available, with the addition of some newspaper reprints and microfilm from which brief studies were developed on issues such as the Little Rock crisis of 1957.

The second half of the course featured the year 1968 and subsequent events. The Churchill High School library has a reasonably adequate supply of magazines from that year, so on several occasions the class was moved there for laboratory purposes. The teacher added some data such as Gallup Opinion Polls and reprints of newspaper articles, and moved the four microfilm readers and all the microfilm to the library.

In this study the students followed the candidates through the campaign, noting Eugene McCarthy's candidacy, Robert Kennedy's entry into the race, Lyndon Johnson's decision not to run and to attempt negotiation, the assassinations, the primaries, the conventions, and the results of the election. These political emphases were somewhat superficial; the war in Vietnam and the Kerner Report were given relatively extensive attention as related issues.

The final days of the course were spent summarizing and assessing President Nixon's administration, particularly relative to the Vietnamization policy and his record on civil rights. Much discussion of the 1972 political campaign was interspersed throughout the unit.

Although this was a considerable modification of what had originally been intended, the teacher's assessment was quite favorable. With some revision it could become a very challenging minicourse.

# CHAPTER V

# EVALUATION

A conventional evaluation of an unconventional curriculum is difficult at best. Standard empirical devices do not really measure what was attempted in either of the two major emphases in the study described here.

This is partially a story of the problems involved in developing an experimental curriculum. That procedure has been described, and must be left to the reader to evaluate. It is also a description of that curriculum in action--and what goes on in any classroom is difficult to assess. Years of attempting to rate teachers and lessons have brought only tenuous results.

In this study evaluation is even more complex. No adequate instruments have been developed for the type of student growth anticipated here, which assumes that what a person knows now is less important than what he will know. It is difficult to determine whether a student has been equipped with the interests and skills requisite for self-motivated learning in adult life. It would be even more difficult to determine the immediate and permanent influence of placing oneself in his ancestors shoes, looking over his shoulder as he wrote his diary, reading the news he read, chuckling over the comics which amused him, being influenced by the advertising which lured him, and voting for the political candidates he supported.

It is clear, of course, that the students did not empathize to that extent. How much they did empathize with earlier Americans is impossible to assess.

However, it would be absurd to begin a new program with no attempt to measure success. While rigid accountability may be impossible, reasonable evidence must be supplied from which an assessment can be attempted. To that end a four-part evaluation was developed:

1. Student pre- and post-tests using eight of the polarities standardized by Osgood were applied to nine categories related to the study of history. (Osgood:43)

2. Three official evaluators visited the class a total of eight times, examined a random sampling of student papers, interviewed students, and wrote evaluations. (Appendix D contains the reports of the two evaluators who submitted detailed assessments. The report of the other official evaluator is given in this chapter. Two other official evaluators had originally been named but were unable to serve.)

3. Several other interested persons visited classes and recorded their observations.

4. The teacher kept a daily log containing much descriptive and evaluative information.

The success or failure of any teaching method depends upon what happens to the students. They are the key to any assessment. All the measurements in this study were taken with this consideration uppermost.

The Semantic Differential assesses student attitudes about categories related to history. The pre-test was given February 7 to sixty-two students who were enrolled in the third and fourth period sections of the minicourse "The United States in the Late 1940's." A post-test was given June 12 to the forty-eight students in the third and fourth period sections of "The United States in the 1960's" who had taken the pre-test. No other controls were applied; factors completely unrelated to the experimental method could have influenced the results. Any significance is not necessarily the result of the experimental treatment. The results are given in Table 2 (pages 76-78).

The space between the Semantic Differential poles was divided and labelled as follows:

| | | | | | | |
|---|---|---|---|---|---|---|
| Extremely | Quite | Slightly | Neutral or Neither | Slightly | Quite | Extremely |

For computing means, 1 point was given each answer in the "extremely" category on the left, 2 in the "quite" category, etc., to 6 for "quite" and 7 for "extremely" on the right pole. Pre- and post-test means were computed and are given

## TABLE 2

## OSGOOD SEMANTIC DIFFERENTIAL PRE-TEST, POST-TEST

| Polarity | Pre-Test Mean | Post-Test Mean | Post-test Movement Toward |
|---|---|---|---|
| Reading History Textbooks | | | |
| Good-Bad | 4.49 | 5.11* | Bad |
| Interesting-Boring | 5.00 | 5.40* | Boring |
| Useful-Useless | 3.49 | 3.98* | Useless |
| Pleasant-Unpleasant | 5.08 | 5.11 | |
| Important-Trivial | 3.62 | 4.11* | Trivial |
| Hard-Easy | 3.61 | 3.81 | |
| Timely-Untimely | 3.82 | 4.04 | |
| Meaningful-Meaningless | 3.84 | 4.15* | Meaningless |
| Discussions in History Classrooms | | | |
| Good-Bad | 3.15 | 2.21* | Good |
| Interesting-Boring | 3.72 | 2.29* | Interesting |
| Useful-Useless | 2.57 | 2.19 | |
| Pleasant-Unpleasant | 3.40 | 2.29* | Pleasant |
| Important-Trivial | 3.20 | 2.02* | Important |
| Hard-Easy | 4.65 | 4.77 | |
| Timely-Untimely | 4.66 | 3.23* | Timely |
| Meaningful-Meaningless | 2.71 | 2.29* | Meaningful |
| Studying About Presidential Elections | | | |
| Good-Bad | 3.20 | 2.65* | Good |
| Interesting-Boring | 3.54 | 2.90* | Interesting |
| Useful-Useless | 2.98 | 2.90 | |
| Pleasant-Unpleasant | 4.63 | 3.06* | Pleasant |
| Important-Trivial | 2.75 | 2.56 | |
| Hard-Easy | 3.89 | 3.77 | |
| Timely-Untimely | 4.25 | 3.04* | Timely |
| Meaningful-Meaningless | 3.24 | 2.83* | Meaningful |

*Significant at .05 level

TABLE 2--Continued

| Polarity | Pre-Test Mean | Post-Test Mean | Post-test Movement Toward |
|---|---|---|---|
| Reading the News in Newspapers | | | |
| Good-Bad | 2.79 | 2.68 | |
| Interesting-Boring | 3.00 | 2.89 | |
| Useful-Useless | 2.60 | 2.64 | |
| Pleasant-Unpleasant | 3.42 | 3.28 | |
| Important-Trivial | 2.75 | 2.60 | |
| Hard-Easy | 4.27 | 4.06 | |
| Timely-Untimely | 3.00 | 3.09 | |
| Meaningful-Meaningless | 2.79 | 2.51 | |
| Doing Research on Historical Subjects | | | |
| Good-Bad | 3.16 | 3.30 | |
| Interesting-Boring | 3.21 | 3.36 | |
| Useful-Useless | 2.82 | 3.21* | Useless |
| Pleasant-Unpleasant | 3.85 | 3.89 | |
| Important-Trivial | 2.89 | 3.11* | Trivial |
| Hard-Easy | 3.64 | 3.09* | Hard |
| Timely-Untimely | 3.05 | 3.06 | |
| Meaningful-Meaningless | 2.97 | 3.21* | Meaningless |
| Being Politically Active | | | |
| Good-Bad | 3.75 | 2.96* | Good |
| Interesting-Boring | 3.82 | 3.26* | Interesting |
| Useful-Useless | 3.72 | 3.09* | Useful |
| Pleasant-Unpleasant | 4.16 | 3.82* | Pleasant |
| Important-Trivial | 3.55 | 3.30* | Important |
| Hard-Easy | 3.40 | 3.72* | Hard |
| Timely-Untimely | 3.45 | 2.98* | Timely |
| Meaningful-Meaningless | 3.56 | 3.46 | |

*Significant at .05 level

TABLE 2--Continued

| Polarity | Pre-Test Mean | Post-Test Mean | Post-test Movement Toward |
|---|---|---|---|
| Leisure Reading Which Has Historical Themes | | | |
| Good-Bad | 3.31 | 3.13 | |
| Interesting-Boring | 3.57 | 3.23* | Interesting |
| Useful-Useless | 3.51 | 3.23* | Useful |
| Pleasant-Unpleasant | 3.67 | 3.51 | |
| Important-Trivial | 3.71 | 3.15* | Important |
| Hard-Easy | 4.45 | 4.43 | |
| Timely-Untimely | 3.40 | 3.36 | |
| Meaningful-Meaningless | 3.66 | 3.26* | Meaningful |
| Watching TV Programs Which Have Historical Themes | | | |
| Good-Bad | 2.42 | 2.56 | |
| Interesting-Boring | 2.42 | 2.62 | |
| Useful-Useless | 2.80 | 2.78 | |
| Pleasant-Unpleasant | 2.56 | 2.78 | |
| Important-Trivial | 3.03 | 3.07 | |
| Hard-Easy | 5.58 | 5.11* | Hard |
| Timely-Untimely | 3.43 | 3.22 | |
| Meaningful-Meaningless | 2.78 | 2.63 | |
| History Classes | | | |
| Good-Bad | 3.44 | 3.04* | Good |
| Interesting-Boring | 3.85 | 3.34* | Interesting |
| Useful-Useless | 3.40 | 3.11* | Useful |
| Pleasant-Unpleasant | 3.90 | 3.36* | Pleasant |
| Important-Trivial | 3.20 | 2.81* | Important |
| Hard-Easy | 3.27 | 3.55* | Easy |
| Timely-Untimely | 3.48 | 3.04* | Timely |
| Meaningful-Meaningless | 3.51 | 3.09* | Meaningful |

*Significant at .05 level

in Table 2. Analysis of variance was applied, and significance at the .05 level of confidence is reported, as applied to a t-test at 48-1=47 degrees of freedom. If the post-test measurement is significantly different, the direction of movement is indicated.

As was noted, no attempt was made to cover other variables, so this report is primarily descriptive. A few observations can be made, however.

Student attitudes toward history classes (as a category) were significantly more positive June 12 than they had been February 7. Their view of history classroom discussions had also improved, they were more positive toward leisure reading on historical themes, and they were more inclined toward being politically active (the fact that the post-test came three weeks after the Oregon primary election may be significant). In general, their reaction to reading the news in newspapers and watching historical television programs was unchanged.

Although none of the forty-eight students in the post-test had used a history textbook in any measurable amount during the treatment period, their attitudes toward textbooks were significantly more negative. It would be interesting to determine in a controlled experiment whether such near-abandonment of textbooks does produce this result, and if so, to speculate the possible adverse influence in subsequent high school and college courses.

It may also be significant that the students saw "doing research on historical subjects" as more useless, more trivial, harder, and more meaningless after the treatment period. This may reflect the difficulty in finding data they considered important from the materials, or a disdain for the rather narrow categories they were investigating. More research is needed on this and the other findings.

The three official evaluators were Winston Churchill High School Social Studies Department Chairman Lee Goode, Mrs. Melva Ellingsen, Social Studies Coordinator for School District 4J, and Dr. Paul S. Holbo, Associate Professor of History at the University of Oregon.

In his official evaluation Lee Goode addresses himself primarily to student attitudes. He reports that a majority of the students in his total-class interview defended the teaching method:

> They were, in fact, rather harsh with those who were criticizing it. Their position was that students who did not like the approach were really expecting the teacher to structure a whole course to prevent a few students from failing to do the work they should. They held that the criticism of those opposed to the method ought to be directed not at the course but at themselves. They felt that if one didn't study it was one's own fault. This to me was an unexpected plus for the method. Built into it is an experience in facing up to the consequences of one's own actions. It thus supports one of the major objectives of present day secondary education.

Goode also notes that "courses taught by this method had the heaviest enrollment of any in the department...."

It is true that more than 180 students sought admission to the four experimental classroom sections, and that in the pre-registration for 1972-73 these classes attracted nearly twice as many students as the average of the other American studies offerings. However, there are so many uncontrolled variables--teacher, subject matter, etc.--that it is impossible to correlate the apparent popularity of the experimental courses with the method by which they were taught.

Another observation by Lee Goode is of interest:

> I observed in the Resource Center that these materials are attractive in and of themselves to students not involved in the course. I encountered many instances during my duty period where students in the reference area would have to be told they could not take these materials out because they were on reserve for a class.

Goode also reports a favorable effect on other faculty members, citing specifically:

> [T]he fact that one other member of the department at the 11th grade level became so interested that he gave freely of his own time to help search out source materials for the class is impressive. Further, next year he intends to teach two sections of history through the use of materials developed in the project. This speaks well for it.

From the perspective of his role as department chairman, Goode concludes:

> In summary I would have to judge the experiment a success. Any curriculum development project which can generate such strong support from those involved and at the same time motivate students and teachers outside the project to become involved must be regarded as more than worthwhile.

The second official evaluator, School District 4J Social Studies Coordinator Melva Ellingsen, asked students a number of specific questions in her evaluation session. For example:

> Identify various kinds of media you have used during this course.
>
> > Newspapers, Post, Life, Daily Worker, others assigned by Mr. Beebe.
>
> Which ones have been most helpful?
>
> > Daily Worker, U. S. News, Register Guard
>
> Least helpful?
>
> > None
>
> To what extent have you been dependent upon direct guidance in your research?
>
> > 45-55%
>
> To what extent have you changed from direct guidance to your own initiative in your research as the term has progressed?
>
> > 10% indicated no changes
> > 50% indicated progress in learning how to research.
> > Remainder--noncommittal.
>
> What relationships do you see between campaign issues and party platforms?
>
> > Party platform based on issues.
>
> Between issues and candidate?
>
> > Issues determine what candidates are selected.

Dr. Paul S. Holbo, Associate Professor of History at the University of Oregon, was another official evaluator. Holbo has worked with high school teachers in connection with the Oregon Council for the Social Studies and as national chief examination reader for Educational Testing Service's Advanced Placement Program in American History. Although he was unable to visit during the minicourse on the 1940's, he did observe the class working on the 1960's, and interviewed students and read a sampling of work which had been done during the emphasis on 1948.

After noting some of the positive aspects of the program--the quality of the materials and the devices to spur student interest--Holbo points to "an excessive reliance on the so-called media and too little use of books," and adds:

> The course title is not accurate, so far as I can tell. There is little or nothing on conversion to peacetime, decontrols of the economy, the (do-nothing, if one wishes) 80th Congress and all it represented, the GI bill, the economic boom, the farm issue, the baby boom (a highly significant sociological and political phenomenon), federal budgets, etc., and only limited materials on the peacetime draft, Taft-Hartley, and the like.

Holbo suggests that the course title should perhaps have been "The Conventions of 1948," since that appeared to be the major emphasis in the papers he read. He adds a personal observation:

> Having been in attendance at the Republican Convention in 1948, I feel that the students did pick up some of the flavor of events--the Taft song, the baby elephant, etc., though nothing on Warren's "orange" theme--as well as a bit of the breakup within the Democratic party. All this is good, if superficial in importance. The students show little evidence of understanding what lay behind the display of the convention and the events that occurred. The position papers, in which they select their

> favorite candidates, reveal their own biases--many of them contemporary--rather than a perception of what was going on in American life. Candidates are good because they are Democrats or bad because they are bigots or anti-Communist, etc.; in short, they appear as cardboard figures.

Dr. Holbo elaborates on his fear that the students' understandings are superficial, noting:

> I did not get a feeling that the students really knew what the Truman Doctrine was all about; the materials allude to this policy, particularly in statements by Henry Wallace (which are well chosen), but do not explain what led up to that policy. Nor, even in the matter of the election, do the students really know why Dewey won the nomination and Truman the election. What national forces explain this event? What did the Dixiecrat movement really *mean*? The bigotry of Thurmond and Bull Conner is part of the Southern reaction--but only part.

Holbo speaks favorably of the worksheets and other assignments that require writing. He also notes that "there is much to be said for concentration on limited topics," and commends the use of "periodicals from the era and from different parts of the country, or that have very diverse points-of-view." In conclusion he states:

> Clearly the students have learned some things, as I would have expected from Mr. Beebe's classes. I worry some about depth of understanding about events, not about their knowledge of some domestic events themselves. Of course, it is necessary to start somewhere.

The teacher shares Dr. Holbo's concern over the superficiality and lack of cognitive growth. Although these deficiencies are not atypical of history students, it would seem that an in-depth study should result in significant knowledge of the subjects considered.

A forty-item objective examination was given all 130 students at the end of the minicourse. Here are the results for thirteen questions considered by the researcher to measure basic factual knowledge (correct answers and percentage of students who answered correctly are given in brackets).

Multiple Choice:

a. Dewey
b. Truman
c. Wallace
d. Thurmond
e. none of these

Candidate who most polls predicted would win the election. [a, 91 per cent]

Won the election of 1948. [b, 97 per cent]

Thought the Marshall Plan would cause us to unwisely interfere with the politics of foreign governments. [c, 66 per cent]

The Republican Party candidate. [a, 89 per cent]

The Democratic Party candidate. [b, 89 per cent]

Made it plain that his goal was to throw the election into the House of Representatives. [d, 79 per cent]

The Truman Doctrine: [a, 65 per cent]
a. meant that the U. S. should make economic and military commitments throughout the world.
b. meant that under no circumstances should the U. S. even discuss differences with countries like Russia.
c. disapproved of the idea of U. S. assistance to Europe because Europe wasn't doing enough to help itself.
d. basically meant that American efforts to contain Communism should be carried out through the U.N.

Strom Thurmond and the Dixiecrat Party: [b, 73 per cent]
a. broke away from the Democratic Party because they felt it proposed too much aid to Communist countries.
b. opposed the Democratic plank on civil rights which called for federal action to insure basic civil rights for all citizens.

c. explicitly said they were opposed to the progress of Blacks in the area of civil rights.

d. hoped to undercut Truman's vote so that Dewey would win the presidency.

The Taft Hartley Act which was passed by Congress in 1947 over President Truman's veto: [b, 41 per cent]
a. gave labor its first breakthrough in establishing the rights of the workingman.
b. curbed some of the power labor had achieved as a result of the Wagner Act.
c. was approved by every major presidential candidate in the election of 1948.
d. all of the above.
e. none of the above.

True-False:

If at a national convention no one gets a majority of the first ballot votes, the delegates vote again. [True, 84 per cent]

President Truman was in favor of the Taft-Hartley Act. [False, 70 per cent]

Hubert Humphrey spoke out for a strong civil rights plank in the Democratic Party platform in 1948. [True, 87 per cent]

President Truman commended the Eightieth Congress for the good legislation it had passed. [False, 85 per cent]

In developing the plan for evaluation the researcher had anticipated many visitors. Each would fill out "Observation Sheets" describing individual class sessions. From them, a composite picture of the classroom in action could be drawn. Invitations were sent to all Churchill administrators and counselors, administrative personnel at the District 4J central office, all members of the District 4J Board of Education, the researcher's dissertation committee, several

University of Oregon graduate students who had expressed interest, and the patrons of the district (through two Parent-Teacher Association newsletters).

The researcher hoped the visits would provide some helpful dialogue and enough "Observation Sheet" returns for a description of what occurred. (He duplicated 100 and saved the stencil.) However, only eighteen visits were made--four by the researcher's advisor, two by student teachers who were required to visit classes, and ten by the program's official evaluators and Churchill administrators. The only visitor not involved in any way was the researcher's pastor, Donald Lamm, and an emergency telephone call forced him to excuse himself near the beginning of his first observation. (Appendix D gives three observation sheet responses.)

Evidence is therefore insufficient for a valid generalization. However, all those reporting saw the students as "rather interested" (other choices on the observation sheet were "very interested," "rather disinterested," and "very disinterested"). They also seemed to feel the materials were well chosen, and that most of the sessions were relatively heavily oriented toward student involvement.

Although limited evidence is available, the program seems to have been reasonably successful. The students obviously did not reject it; there is some indication that they responded very favorably. Knowledge gains were real, but somewhat superficial. The study produced a number of novel materials and techniques which received a varied by generally favorable response from the students. The reactions of the evaluators and the significant responses on several Semantic Differential categories suggest that additional research is warranted.

Teaching students, and learning how to do it better, is a highly subjective art. The teacher himself may be able to provide a valid criticism. A summary of his initial expectations, the problems he encountered, and his perception of the results will be given in Chapter VI.

# CHAPTER VI

# DISCUSSION

This dissertation was originally intended to be a report of the field testing of an innovative teaching method. It is that; yet, it is also a story of the problems one encounters in trying to be creative in a high school classroom. This final chapter is not just a summary of the testing of a curriculum; it is also the report of the testing of a teacher's philosophy of education.

Why should students study history? There are many reasons. It is important to see where a society has been, and to try to find out why things are as they are today. It is important to realize that contemporary problems are not unique; those who believe society is "going to the dogs" may have little idea of the problems their ancestors encountered. Although the 1970's may seem complex, it is unlikely that human beings in other eras saw their lives as simple and easy, either.

Mainly, though, history should be studied for fun. It is an art, and should bring pleasure as one learns of the drama of others' lives, and empathizes with them in the human experience. History is like theater--the observer should look at the people in their environments, and learn to cry with them and to laugh with them, and at them. But, unlike most theater, there exists the hope that what one sees approximates something which really happened. This adds an important dimension to the experience.

This study was designed for "ordinary" high school students, many of whom feel they have little reason to be interested in the past. The researcher has had experience with other students--two years teaching health classes at George Fox College, Newberg, Oregon, two three-hour courses in the College of Education at the University of Oregon, two three-hour social studies classes at Lane Community College, and ten years with advanced placement American history. It is not the same. The college and advanced placement students tend to be more intellectually mature, to bring more to the study, to have greater interest, and to be far more tactful in expressing discontent. In the researcher's experience, the motivational problems in these classes do not compare with those involving ordinary high school students.

Therein lay the challenge. Many students miss much of the drama of the past. If they are ever to see history as something to enjoy and to turn to for recreation and instruction, the high school teacher's role is crucial. For many students this is the final exposure to history in a classroom setting.

A television writer developed a novel idea. Through the use of a "time machine" he transported people through the years of history, locating them at any place he chose.

Unfortunately, the time machine is not available--and hopefully, the history classroom is more than fantasyland. How, then, can the teacher help students see the past most accurately and enjoyably?

One way is to emulate the historian. He goes to the archives, dusts off the documents, analyzes the monographs, simplifies complexities, and experiences the thrill of discovery.

What high school history student has experienced this thrill? Very few, unfortunately. Nor do many show much inclination to do so. Human beings are curious, but their enthusiasm is too often buried under an avalanche of teacher-inflicted words and facts.

In the ideal classroom the teacher and students would be engaged in a cooperative and rewarding search for understanding. The teacher would help direct the questions and would suggest appropriate sources for answers. And the answers would be available. With today's technology, data could be obtained through a sophisticated, computerized data retrieval network. At the students' fingertips, literally, would be pictures of letters, diaries, memoranda, state papers, and tapes of public addresses and news programs.

Those students who wanted to know why President Truman authorized the use of the atomic bomb could produce on the screen or on printouts documents in which strategists assessed the military situation and humanists argued morality. Perhaps students could even read from the President's own journal, or a letter he might have written to his wife as he pondered the decision. Students who felt inclined could watch Joe Louis knocking out Max Schmelling, or compare fashions in magazine advertising of the 1890's and 1950's.

To what extent can similar documents be made available to today's students? That was the burden of this study. Could media, personal diaries, letters, newsreel film, and video and audiotape be introduced directly to the students in order to let them make their own tentative assessments before analyzing the conclusions of historians? Such documents would make the student a part of history. Lacking a time machine, the history student could at least enjoy direct access to the influences which faced the human beings of the past.

The problems encountered by a single teacher in attempting to develop such a data laboratory were staggering. The search for appropriate data was immense. The attempt to obtain funds was also very difficult. But the process was not without its rewards.

For example, the study brought an awareness of the teamwork within School District 4J. At no time did the researcher find a lack of interest or cooperation. The November 16, 1971, meeting in Dr. Millard Z. Pond's office was an outstanding example. Educators at all levels of the district--superintendent, curriculum coordinators, principal, department chairman, and teacher--all met with Dr. John Bean and pledged support of an innovative concept. The researcher's February 7, 1972, meeting with the Board of Education was stimulating, as he explained the program and was given district backing. The cooperative assistance of fellow teacher Tony Mohr was most pleasant. Churchill Principal Charles W. Zollinger and Department Chairman Lee Goode were interested and cooperative. Don Rose, Director for the Churchill area, was most helpful. He discussed the program with the researcher several times and always had useful suggestions.

The process of finding and preparing materials for use on a day-to-day basis produced immense pressure. This, coupled with occasional adverse student reactions to the materials was very frustrating. The teacher often called upon his associate, Tony Mohr, or Gale Whipple, a part-time aide who had been hired with the federal grant. However, most of the decisions and work had to be borne by the researcher.

One difficult experience stands out. It had been a frustrating day. The students had not responded well; one had made a critical remark. The aide, Gale Whipple, arrived as usual after school and picked up the documents and newspaper articles the researcher had prepared for her to type on stencils, which the department aide, Marilynn Cox, would hurriedly run off before class the next morning. That night, as usual, he tried to plan ahead, searching for data for the next class sessions. He also worked on some requisitions for materials which would be needed several weeks in the future and must be ordered in advance.

Near midnight he went to bed, exhausted. The telephone soon rang. It was Gale: "I hope I didn't awaken you." "Oh, no," he lied, blearily. She explained that her typewriter had broken down, and she did not have the typing done "for tomorrow." In his sleepy stupor he thought it was morning, and "tomorrow" meant the following day. He belatedly awakened to the fact that he had no materials for the impending class sessions, but told her not to worry. He would "figure something out."

For the next half hour he lay there. Eventually he called Gale and asked her to bring the sources as early as possible the next morning, and his wife would finish the typing, hopefully in time to be duplicated for class use. He hung up the receiver, returned to bed, and lay awake for another hour wondering why he didn't just use a textbook. His wife wondered why, also.

Gale Whipple's role in this project is suggested by excerpts from her own diary concerning the days surrounding the same experience:

> Monday, March 13--Arose at 6:00 a.m. Returned 1948 magazines to Churchill. Got lots more work. Home. Typed. Evening. At 11:00 began typing stencils. Paper clip fiasco. Paper clip fell in electric typewriter and jammed. Called Beebe. Retired about midnight.
>
> Tuesday, March 14--Arose 7:00 a.m., took stencils to Beebe and collected manual typewriter. Home at 8:00. To Oregon Typewriter for removing paper clip in my electric typewriter. To University of Oregon library one and one-half hours researching newspapers. Picked up electric typewriter at Oregon Typewriter. Home. Typed from 11:30 to 2:00. Took stencils to Churchill. Stylus work for half hour at school. Talked to Beebe. Home.

Another noteworthy incident occurred during the rush of the final week of school. The teacher was at his desk during lunch hour trying to evaluate papers. A student he did not have in class interrupted: "Mr. Beebe, would it be all right if I used some of your microfilm?" "Of course," was the answer. The microfilm readers were in the library. He could use some of the film being stored there, or help himself to some the teacher had immediately available. "But I don't know how to set it up. Could you come to the library and help me?"

The teacher clenched his teeth slightly, then smiled and acceded to the request. In retrospect he felt pleased. The microfilm was there to be used. Why should it not be available to everyone, even if it cost a few minutes?

Did the innovation succeed within the classroom? Were the students benefited by the innovations?

It is obvious that the program was not as successful as had been anticipated. The students were generally interested, but they failed to develop a real empathetic relationship with the people of the past. Many had difficulty attaining perspective. Most did not become involved enough to sustain a personal study of the historians' accounts. Knowledge gains, while real, tended to be superficial. And although the program was well advertised, visitors didn't flock in. Many expressed an interest, and told the researcher that "I really want to visit your class," but few made it.

Yet, in another sense, the project was immensely successful. Some of the classroom experiences approached what the researcher considers an ideal learning experience.

In traditional education the teacher and the textbook represent authority in the classroom. There is little need for data, except to support the point the authority is making. "Discussion" involves student responses only as an aid to transferring ideas from the mind of the authority to the mind of the learner. If the teacher knows enough, and is interesting enough, this can be a very effective means of conducting a classroom.

However, this study is based on an entirely different premise, which suggests that teachers and students could become cooperative seekers of information. The teacher may still be an "authority," but his function is not merely to reveal truth, but to guide discovery and be a discoverer himself. While less efficient in transfer of information, this method allows for much more freedom and creativity on the part of the students. Too many teachers forget their students are human beings with ideas and egos as important as their own.

Occasionally the classroom described in this study actually became a laboratory of curious students seeking information, sharing, and engaging each other, the teacher, or even the entire class in impromptu discussions. At those moments, the researcher felt a high ideal had been attained.

The classroom atmosphere was unique. The chairs were in an informal circle with the materials in the middle of the room. The students were free to move about and to share information (although this encouraged occasionally excessive visiting), and each could read what seemed most interesting. The teacher explained the value of the magazines and asked that they be left in the room when each period ended, but never counted them or held any student personally accountable. An inventory at the close of the six-weeks study found five of the 267 magazines missing; two of those were later returned.

This casualness of the study atmosphere contrasts with that of the library, where the lack of materials forced laboratory sessions to be held during the final minicourse. Compared with many libraries, that of Churchill is quite relaxed--yet it was necessary for materials belonging there to be kept behind the desk and checked out. This prompted one observer to record:

> One reaction is that the library could do more to encourage this kind of course, since it relates to specifically to library. Librarian seemed reluctant to let materials out of her sight--giving all kinds of reasons why. She should rather rejoice that teachers encourage materials usage. This will probably be a problem with this kind of course unfortunately.

Another visitor said this, however:

> The Library setting appeared to be vastly preferable to the classroom for purposes of obtaining materials--a few students whom I queried commented to this effect--and also was better in that the separated study positions reduced talking and wasting of time....Some students also commented that they liked the atmosphere; one said there was not much difference.

The microfilm readers themselves offered a unique opportunity for many students. None had ever read microfilm; few knew that it even existed. Although one observer noted that the microfilm readers did not "seem to be highly popular," and another commented that they seemed to be used for "playing games more than doing actual research--reading comics, and other non-related items," the teacher felt they were an asset to the program. He was often frustrated when students were reluctant to read the things he chose, but was gratified that the old newspapers, like the magazines, did seem to hold considerable appeal. One girl, for example, was very excited as she attempted to find the announcement of her parents' wedding.

It seems apparent, however, that the microfilm is not in itself as attractive a medium as loose copies of newspapers. But problems of space, maintenance, and availability preclude the extensive use of loose newspapers in the classroom.

Is news media a good source of data in a history classroom? Journalists clearly are not historians. They deal in superficiality, and in a rather unscholarly immediateness. Yet that very immediacy offers a humanness often lost in the more detached analysis of historians.

In addition, there is much to be said for the chronological, day-by-day unfolding of dramatic events. When students are introduced to media, and concurrently examine the correspondence and diaries of those who made the news, there is a tendency for them to ask what came next. And anytime a student wants to know something, the door is open to learning.

Improving education is a continuing, sometimes painful process. Far too often it is left to curriculum projects, university curriculum specialists, or textbook writers.

A recent article in The Clearing House (Swenson:518) asserts that all innovative teachers fail, either partially or totally. One reason, according to the author, is that the innovators expectations are too great and they propose changes that are too sweeping. Yet nearly every teacher is an innovator. When a lesson seems to be failing, he modifies it. Each school district should try to capitalize on this desire for improvement.

What can school districts do to encourage creative change? School District 4J offers an example. Some of this researcher's ideas were developed during summer workshops designed for curriculum innovation. This study was developed while he was on a half-pay leave of absence. He taught the class with special materials provided partially by the district and with encouragement from its employees. And in a summer workshop in 1972 he and Tony Mohr revised the program in preparation for expanding it to six classroom sections the subsequent year.

What more can districts do? Innovativeness would receive a real boost if districts could provide some "idea" money. This might be a fund administered by the teachers of the district, and would be used for purchase of materials for special projects. Creativity would also be promoted by districts providing leave time specifically for short-range study. That is, on a rotation basis teachers might be released one-half day a week or one period a day for a term to visit a nearby university library and research the journals for the latest findings in teaching methodology. Such research could be facilitated by departmental curriculum libraries which housed the major journals.

Curriculum innovation is a challenging undertaking. Hopefully, many teachers will make the attempt, for frustrating though some problems may be, the satisfactions far outweigh them. And significant progress will eventually be made toward that history classroom where students and teachers are really cooperative searchers for new pleasures in the drama of the past.

If so, teachers may one day be able to say with Robert Frost: "Long ago I gave up the idea of asking my students to tell me what I knew that I might discover if they knew as much as I did. Now in classes I ask questions in the correct sense of the word, for I want them to tell me something new, something I do not know."

# APPENDIX A

## EXAMPLES OF STUDENT ANSWERS IN "THE UNITED STATES SIXTY YEARS AGO"

This appendix includes three typical responses to a pre-announced, in-class test in which students voted and defended their choices.

## U.S. 60 YEARS AGO

November 10, 1971

1. Vote and defend your vote:

☐ Eugene V. Debs, Socialist

☒ Theodore Roosevelt, Progressive

☐ William Howard Taft, Republican

☐ Thomas Woodrow Wilson, Democrat

I vote for Roosevelt because he seems to be the only candidate wanted most of the people. I think could do the best as the Pres. of United States. Having been the Pres. for two terms. The U.S. seems to have prospered and things seemed to have been done more smoothly than when Taft was Pres. Many are against Roosevelt because of the third term, but I think having a third term in office after you have been out is like starting all over. If one did stay in office three terms in a row he would have all the political machinery he could use to control to his favor, as Taft was thought to have done. Roosevelt not having been in the political circle probably has a fresher and clearer view of his office. Being willing to be a nominee a third-term shows that he is really interested in doing a good job and not for the title. He being a person who is willing to work hard to get things done in the correct manner. His former achievements show he would make a Good President of the United States.

U.S. 60 YEARS AGO

November 10, 1971

1. Vote and defend your vote:

   ☐ Eugene V. Debs, Socialist

   ☐ Theodore Roosevelt, Progressive

   ☐ William Howard Taft, Republican

   ☒ Thomas Woodrow Wilson, Democrat

I voted for Wilson because he's the only Democrat and I'm a Democrat and Democrats should vote for their party. If I were a Republican I would have voted for Theodore Roosevelt because he was for the people and very much like a Democrat since he & Wilson had most the same basic views If I were a true Republican I would vote for Taft because he represents mostly for the rich and Republicans are for the rich. No way would I vote for [illegible]

Eugene Debs. Because he is a Socialist and socialists want a stronger Federal gov't. so the gov't can rule the businesses and everyone be equal and that never works! Russia is Socialists and look at them.

I am a Democrat and am for the rich not becoming richer but the poor becoming richer so it will be more even, therefore I would be biased no matter what for Wilson.

I am not a rich person and don't like to see small businesses ruined or poor people get trampled or left out by rich, big businesses owners or the like. Kind a like Robin Hood - He probably would've been a Democrat.

U.S. 60 YEARS AGO

November 10, 1971

1. Vote and defend your vote:

☒ Eugene V. Debs, Socialist

☐ Theodore Roosevelt, Progressive

☐ William Howard Taft, Republican

☐ Thomas Woodrow Wilson, Democrat

I want Debs because he was for the Unions. He was a socialist and I think the country could of used him around then. He would of ruled with an iron hand. All the workers would of had a fair share when it came to pay raises, vacations, and disability benefits. Debs is one of the men that tried to help the workers in the pullman strike. The workers were getting a rotten deal on that, just because pullman owned a monopoly. The men that worked for him were like slaves. They had to work for him on his terms or be fired and starve to death. As it turned out Debs was arrested for trying to help the workers.

# APPENDIX B

## MATERIALS PROVIDED BY THE TEACHER FOR USE IN "THE UNITED STATES IN THE LATE 1940's"

A complete listing of all the magazines provided for classroom use is given on page 128. The 267 issues were purchased from Abrahams Magazine Service, 56 East 13th Street, New York, New York, 10003, for $370.

Typical examples of student use of the "data sheets" are given in duplicated form on pages 129 to 139. They are from a sampling retained by the teacher for examination by the program's official evaluators.

A typical student's tabulation on the Republican Convention Scorecard is given on page 140. This was recorded while a taped simulation of a radio broadcast was being played.

### INVENTORY OF MAGAZINES USED IN "THE UNITED STATES IN THE LATE 1940's"

| | Time | Newsweek | U.S. News | New Republic | Life | Collier's | Holiday | Reader's Digest | Total |
|---|---|---|---|---|---|---|---|---|---|
| January | 3 | 8 | 3 | | 1 | 2 | | | 17 |
| February | 3 | 6 | 6 | | 1 | 2 | 1 | 1 | 20 |
| March | 1 | 8 | 8 | | 1 | 2 | 1 | 1 | 22 |
| April | 4 | 4 | 13 | 2 | 1 | 2 | 1 | 1 | 28 |
| May | 10 | 7 | 5 | 2 | 1 | 2 | 1 | | 28 |
| June | 12 | 4 | 10 | 1 | 1 | 2 | 1 | 1 | 32 |
| July | 4 | 4 | 8 | 2 | 1 | 2 | 1 | 1 | 23 |
| August | 3 | 5 | 8 | 2 | 1 | 2 | 1 | | 22 |
| September | 4 | 4 | 8 | 2 | 1 | 2 | 1 | | 22 |
| October | 1 | 8 | 15 | 2 | 1 | 2 | 1 | 1 | 31 |
| November | 4 | 10 | 1 | 2 | 1 | 2 | 1 | 1 | 22 |
| Total | 49 | 68 | 85 | 15 | 11 | 22 | 10 | 7 | 267 |

Data Sheet No. 1

U.S. in the 1940's
Ralph Beebe - Tony Mohr

List the candidates for the Republican nomination for President in 1948. Fill in the chart showing the number of convention delegate votes each candidate is likely to get on the first ballot. Keep a chronological record of each candidate's progress as shown in the news media between January, 1948 and the convention in June. Record your sources of information and rate the reliability of each report.

Name ____________________

Date ______ Period 4-

| Candidates | Robert A. Taft | Harold Stassen | Dewey | Vandenberg | MacArthur | Warren | Favorite Sons | Uninstructed | Dates |
|---|---|---|---|---|---|---|---|---|---|
| Source: Time<br>Your Rating of this Report:<br>Reasonably Reliable Questionable Seems Unreliable | | 13 | 2 | (Nebraska Votes) | | | | | 4\26\48 |
| Source: U S News + World Report<br>Your Rating of this Report:<br>Reasonably Reliable Questionable Seems Unreliable | 5 | 61 | 111 | 41 | 8 | — | 16 | 160 | 4\23\48 |
| Source: U.S. News + World Report<br>Your Rating of this Report: (prediction)<br>Reasonably Reliable Questionable Seems Unreliable | 235 | 275 | 275 | 41 | 10 | 70 | 153 | | 4\30\48 |
| Source: Life 6\21\48<br>Your Rating of this Report: (1st ballot) prediction<br>Reasonably Reliable 548 majority Questionable Seems Unreliable | 168-176 | 145 | 329 | | | | 340 | | |
| Source:<br>Your Rating of this Report:<br>Reasonably Reliable Questionable Seems Unreliable | | | | | | | | | |
| Source:<br>Your Rating of this Report:<br>Reasonably Reliable Questionable Seems Unreliable | | | | | | | | | |
| Source:<br>Your Rating of this Report:<br>Reasonably Reliable Questionable Seems Unreliable | | | | | | | | | |
| Source:<br>Your Rating of this Report:<br>Reasonably Reliable Questionable Seems Unreliable | | | | | | | | | |

U.S. in the 1940's
Ralph Beebe - Tony Mehr

Data Sheet No. 2

Your Name ______

Date ______ Period 4TH

List the potential candidates for President in 1948. Fill in the chart showing how they are doing in public opinion polls, as reported in the news media. Keep a chronological record of the polls, and give your own evaluation of the sources of the polls.

| | | | | Doubtful | Wallace | Thurmond | Truman | Dewey | Candidates<br>Date of Poll |
|---|---|---|---|---|---|---|---|---|---|
| Source: U.S. News<br>Sampling of:<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | 104 | 0 | 28 | 108 | 211 | 11-2 '48 |
| Source: Newsweek Gallup Pole<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | 9% | 2% | 3.5% | 39% | 46.5% | 10-4 '48 |
| Source: Newsweek<br>Sampling of: Electorial votes<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | | | 39 | 116 | 376 | 10-11 '48 |
| Source: U.S. News<br>Sampling of: Electorial votes<br>Your rating of the poll's accuracy"<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | 61 | | 38 | 110 | 327 | 10-29 '48 |
| Source: Newsweek Electorial votes<br>Sampling of: Final Result<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | | 0 | 38 | 309 | 189 | 11-15 '48 |
| Source:<br>Sampling of:<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | | | | | | |
| Source:<br>Sampling of:<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | | | | | | |

U.S. in the 1940's
Ralph Beebe - Tony Mohr

Data Sheet No. 2

Your Name ______________________

Date 2-24-72 Period 4th

List the potential candidates for President in 1948. Fill in the chart showing how they are doing in public opinion polls, as reported in the news media. Keep a chronological record of the polls, and give your own evaluation of the sources of the polls.

| | Democrats | HAROLD STASSEN | DEWEY | Eisenhower | MacArthur | Robert A. TAFT | TRUMAN | HENRY A. Wallace | Candidates<br>Date of Poll |
|---|---|---|---|---|---|---|---|---|---|
| Source: U.S. NEWS (GALLUP POLE)<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>Reasonably accurate / Questionable uncertain / Inaccurate or biased | | | | | | 37% | 63% | | 1-4 '47 |
| Source: U.S. NEWS (GALLUP POLE)<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] / Questionable uncertain / Inaccurate or biased | | | | | 43% | | 57% | | 10-5 '47 |
| Source: U.S. News (Gallup Pole)<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] / Questionable uncertain / Inaccurate or biased | | | | 55% | | | 45% | | 9-28 '47 |
| Source: U.S. News (Gallup Pole)<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] / Questionable uncertain / Inaccurate or biased | | | 49% | | | | 51% | | 7-27 '47 |
| Source: U.S. News (GALLUP POLE)<br>Sampling of: Independent Voters<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] / Questionable uncertain / Inaccurate or biased | | 10% | 13% | 18% | | | 17% | 10% | 1-16 '48 |
| Source: Time (Gallup Pole)<br>Sampling of: National (with Wallace)<br>Your rating of the poll's accuracy:<br>Reasonably accurate / Questionable uncertain / Inaccurate or biased | | | 41% | | | | 46% | | 1-26 '48 |
| | | | | | | 31 | 51 | | |
| | | | | 47% | | | 40% | | |
| Source: (GALLUP POLL)<br>Sampling of: Public<br>Your rating of the poll's accuracy:<br>Reasonably accurate / Questionable uncertain / Inaccurate or biased | 55% | | | | | | | | July '47 |

U.S. in the 1940's
Ralph Beebe - Tony Mohr

Data Sheet No. 2

Your Name ____________

Date 3-6-72 Period 4TH

List the potential candidates for President in 1948. Fill in the chart showing how they are doing in public opinion polls, as reported in the news media. Keep a chronological record of the polls, and give your own evaluation of the sources of the polls.

Do you think TRUMAN is doing a good job?

Do you think Truman is doing a good job?

| | Vandenberg | WARREN | Wallace | STASSEN | Dewey | EISENHOWER | MACARTHER | TAFT | TRUMAN | Candidates / Date of Poll |
|---|---|---|---|---|---|---|---|---|---|---|
| Source: U.S. News<br>Sampling of: SOUTH ONLY<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] Questionable uncertain Inaccurate or biased | | | | | | | | | 47% | OCTOBER '47 |
| Source: U.S. News<br>Sampling of: South only<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] Questionable uncertain Inaccurate or biased | | | | | | | | | 30% | MAY '48 |
| Source: Newsweek (Gallup Pole)<br>Sampling of: Nationwide - Republicans<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] Questionable uncertain Inaccurate or biased | 13% | 3% | | 15% | 34% | | 19% | 12% | | 3-28 |
| Source: Newsweek (Gallup Pole)<br>Sampling of: Nationwide - Republicans<br>Your rating of the poll's accuracy"<br>[✓ Reasonably accurate] Questionable uncertain Inaccurate or biased | 10% | 2% | | 31% | 29% | 16% | | 9% | | |
| Source: Newsweek (May 3)<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>[✓ Reasonably accurate] Questionable uncertain Inaccurate or biased | | | | | | | | | 32% | November '46 |
| Source: Newsweek<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | | | | | | 55% | OCTOBER '47 |
| Source: Newsweek<br>Sampling of: Nationwide<br>Your rating of the poll's accuracy:<br>Reasonably accurate Questionable uncertain Inaccurate or biased | | | | | | | | | 36% | APRIL '48 |

U. S. in the 1940's
Ralph Beebe - Tony Mohr

Name of Candidate Taft
Data Sheet No. 3
Political Party Republican
Your Name
General Issue: Foreign Policy
Period 3
Specific Issue: Marshall Plan
Date 2/28/72

Give specific data regarding this candidate's position on this issue.

Taft wants to cut first year of Marshall Plan to 3 billion dollars. Because of this, most Republicans tend to believe that Taft is moving to isolation, & the Republicans are now moving toward Vandenberg, who is less extreme in cutting support to Europe. According to article it seems that Taft is beginning to lose, whereas Vandenberg is gaining.

Source: Newsweek 1/26/48 p.14

Rating of Evidence:

very authoritative [✓ fairly authoritative] fairly speculative very speculative

Your opinion of this candidate's position on this issue:

agree strongly [✓ agree slightly] not enough evidence or haven't developed an opinion yet disagree slightly disagree strongly

U.S. in the 1940's
Ralph Beebe - Tony Mohr

Name of Candidate Truman
Data Sheet No. 4
Political Party Democratic
Your Name
General Issue: Internal Security
Period 4TH
Specific Issue Mundt-Nixon Bill
Date

Give specific data regarding this candidate's position on this issue.

Truman said Communism can't be stop by leglislation. This proposes that Truman is against the Mundt-Nixon Bill, thus looking for a fight with Stassen on the bill which Stassen proposed. This bill proposed to deny passports to Communists, illegalize conspiracy to establish a foreign-controlled totalitarian dictatorship in the United States, and compel Communist organizations to register and list their members.

Source: Newsweek, June 14

Rating of Evidence:

| | | | |
|---|---|---|---|
| very authoritative | fairly authoritative | fairly speculative | very speculative |

Your opinion of this candidate's position on this issue:

| | | | | |
|---|---|---|---|---|
| agree strongly | agree slightly | not enough evidence or haven't developed an opinion yet | disagree slightly | disagree strongly |

U.S. in the 1940's
Ralph Beebe - Tony Mohr

Name of Candidate Truman Data Sheet No. 5

Political Party Democratic Your Name ____________

General Issue: Civil Rights Period 4TH

Specific Issue: Civil Rights Plank Date: ____________

Give specific data regarding this candidate's position on this issue.

Truman with the Democratic platform favored the Civil Rights Plank. This plank was Called upon Congress "to exert its full authority to th limit of its constitutional powers" to protect the right to live, work, vote, the full and equal protection of the laws, on a basis of equality with all citizens as guaranteed by the Constitution, And to continue efforts to eradicate all racial, religious, and economic discrimination.

Source: Birmingham News 7-15-48

Rating of Evidence:

very authoritative fairly authoritative fiarly speculative very speculative

Your opinion of this candidate's position on this issue:

agree strongly agree slightly not enough evidence or haven't developed an opinion yet disagree slightly disagree strongly

U.S. in the 1940's
Ralph Beebe - Tony Mohr

Write a brief report of any newspaper or magazine article which was especially valuable in helping you to understand what life was like for Americans during 1948. Articles which deal with minority groups or exceptional events are important, as are those which tell about "typical" Americans.

Data Sheet No. 6

Your Name ____________________

Period 3

Date March 8, 1972

U.S News Sais that Taft risked his
pres. when he fathered the Taft-Hartley act to
curb union power.

Name of periodical: U.S News June 11, 1948

Date: ____________________ ←

Did this help you to understand what life was like for Americans?

Very much [✓ Somewhat] Very Little

U.S. in the 1940's
Ralph Beebe - Tony Kohr

Data Sheet No. 7

Write a brief report about any diaries or letters you found which were written during the late 1940's. Tell how they helped you to understand more about how typical or exceptional Americans lived.

Your Name ______________

Period 3

Date 4-4-72

My mom gave me some teletypes about the first reports of the Japanese surrender. The first reports that came out were about 2 days premature and a retraction came out minutes afterwards and thats what these teletypes explain. They say how everyone was celebrating in the streets and everyone was getting drunk. My mom was in a movie theater and the surrender was flashed across the screen. She said that quite a few people got up and left to join the celebration in the streets.

Author ______________

When written ______________

Did this help you to understand what life was like for Americans?

Very much [✓ Somewhat] Very little

**U.S. in the 1940's**
**Ralph Beebe - Tony Mohr**

**Name** of Candidate Truman Data Sheet No. 8

Political Party Eisenhower Your Name

Taft Wallace

General Issue: Other Issues Period 4

Specific Issue: Draft Date 2-28-72

Give specific data regarding this candidate's position on this issue.

Truman favors setting up the draft in peace time.

Eisinhower also favors the draft

Taft is against the draft

Wallace "a manifestation of facism" (draft)

gallop - 65% believe in the draft

Purdue Poll - 82% of students favored the draft.

Source: Feb 9, '48 Time

Rating of Evidence:

very authoritative [✓ fairly authoritative] fairly speculative very speculative

Your opinion of this candidate's position on this issue:

agree strongly agree slightly not enough evidence or haven't developed an opinion yet disagree slightly disagree strongly

U.S. in the 1940's
Ralph Beebe - Tony Mohr

**Event:** Oregon Primary Election

Data Sheet No. 9

Give specific data regarding the progress the Republican candidates are making in the Oregon presidential preference campaign.

Your name

Period 4Th

Date

Dewey and Stassen were trying to win Oregon on their side. At the end of the Oregon primary the score was Dewey 111,657 and Stassen 102,419, Stassen had lost the fight for Oregon, They both needed Oregons win because it would decide which one would be ahead and probably win the Republican race for the Presidency.

Source Time
Date May 31, 1948
Page 13-14

# REPUBLICAN CONVENTION SCORECARD

| | Dewey | | | MacArthur | | | Martin | | | Stassen | | | Taft | | | Vandenberg | | | Warren | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Ala. | 9 | 9 | | | | | | | | | | | 5 | 5 | | | | | | | |
| Ariz. | 3 | 4 | | | | | | | | 2 | 2 | | 3 | 2 | | | | | | | |
| Ark. | 3 | 3 | | | | | | | | 4 | 4 | | 10 | 7 | | | | | | | |
| Calif. | | | | | | | | | | | | | | | | | | | 53 | 53 | |
| Colo. | 3 | 3 | | | | | | | | 5 | 2 | | 7 | 4 | | | | | | | |
| Conn. | | | | | | | | | | | | | | | | | | | | | |
| Del. | 5 | 6 | | | | | 1 | | | 1 | 1 | | 2 | 2 | | | | | | | |
| Fla. | 6 | 6 | | | | | | | | 4 | 4 | | 6 | 6 | | | | | | | |
| GA. | 12 | 13 | | | | | 2 | 1 | | 1 | 1 | | | | | | | | 1 | 1 | |
| Ida. | 11 | 11 | | | | | | | | | | | | | | | | | | | |
| Ill. | | 5 | | | | | | 1 | | | | | | 50 | | | | | | | |
| Ind. | 29 | 29 | | | | | | | | | | | | | | | | | | | |
| Iowa | 3 | 13 | | 2 | 1 | | | | | 13 | 7 | | 5 | 2 | | | | | | | |
| Kans. | 12 | 14 | | | | | 1 | 1 | | 1 | 1 | | 2 | 2 | | 3 | 1 | | | | |
| Ky. | 10 | 11 | | 1 | | | | | | 1 | 1 | | 11 | 1 | | 2 | 2 | | | | |
| La. | 6 | 6 | | | | | | | | | | | 7 | 7 | | | | | | | |
| Maine | 5 | 5 | | | | | | | | 4 | 7 | | | | | 2 | 1 | | | | |
| Md. | 8 | 13 | | | | | | | | 2 | | | 5 | 3 | | | | | | | |
| Mass. | 17 | 18 | | | | | 3 | 2 | | | 1 | | | 3 | | 12 | | | | | |
| Mich. | | | | | | | | | | | | | | | | 41 | 41 | | | | |
| Minn. | | | | | | | | | | 25 | 25 | | | | | | | | | | |
| Miss. | | | | | | | | | | | | | 8 | 8 | | | | | | | |
| Mo. | 17 | 18 | | | | | | | | 6 | 6 | | 8 | 7 | | | | | 2 | | |
| Mont. | 5 | 8 | | | | | | | | 3 | 2 | | 3 | 3 | | | | | 2 | | |
| Neb. | 2 | 6 | | | | | | | | 13 | 9 | | | | | | | | | | |
| Nev. | 6 | 6 | | | | | | | | 1 | 1 | | 2 | 2 | | | | | | | |
| N.H. | 6 | 6 | | | | | | | | 2 | 2 | | | | | | | | | | |
| N.J. | | 24 | | | | | | | | | 6 | | | 2 | | | 3 | | | | |
| N.M. | 3 | 3 | | | | | | | | 2 | 2 | | 3 | 3 | | | | | | | |
| N.C. | 16 | 17 | | | | | 3 | 3 | | 2 | 2 | | 5 | 4 | | | | | | | |
| N.D. | | | | | | | | | | 11 | 11 | | | | | | | | | | |
| Ohio | | 1 | | | | | | | | 8 | 8 | | 44 | 44 | | | | | | | |
| Okla. | 18 | 19 | | | | | 1 | | | | | | 1 | 1 | | | | | | | |
| Ore. | 12 | 12 | | | | | | | | | | | | | | | | | | | |
| Pa. | 41 | 40 | | | | | | | | 1 | 1 | | 28 | 29 | | 2 | 2 | | 1 | 1 | |
| R.I. | 1 | 4 | | | | | 6 | 1 | | | | | 8 | 2 | | | 1 | | | | |
| S.C. | | | | | | | | | | | | | 6 | 6 | | | | | | | |
| S.D. | 3 | 7 | | | | | | | | 8 | 4 | | | | | | | | | | |
| Tenn. | 6 | 8 | | | | | | | | | | | | 13 | | | | | | | |
| Tex. | | 2 | | | | | | | | 1 | 2 | | 30 | 29 | | | | | | | |
| Utah | 5 | 6 | | | | | | | | 2 | 2 | | 4 | 3 | | | | | | | |
| Vt. | 7 | 7 | | | | | | | | 2 | 2 | | | | | | | | | | |
| Va. | 10 | 13 | | | | | 1 | 1 | | | | | 10 | 7 | | | | | | | |
| Wash. | 14 | 14 | | | | | | | | 2 | 2 | | 1 | 3 | | | 1 | | 1 | | |
| W.Va. | | 13 | | | | | | | | 5 | 3 | | | | | | | | | | |
| Wisc. | | 2 | | 8 | 6 | | | | | 19 | 19 | | | | | | | | | | |
| Wyo. | 4 | 6 | | | | | | | | 3 | 3 | | 2 | | | | | | | | |
| Alas. | 2 | 3 | | | | | | | | | | | 1 | | | | | | | | |
| D.C. | 2 | 3 | | | | | | | | | | | | | | | | | | | |
| Haw. | 3 | 3 | | | | | | | | | | | 1 | 2 | | | | | 1 | | |
| P.R. | | 1 | | | | | | | | | | | 2 | 1 | | | | | | | |
| N.Y. | 96 | 96 | | | | | | | | | | | 1 | 1 | | | | | | | |
| TOTALS | 434 | 515 | 1,094 | 11 | 7 | 0 | 18 | 10 | 0 | 156 | 149 | 0 | 224 | 274 | 0 | 62 | 62 | 0 | 61 | 55 | 0 |

# APPENDIX C

## EXAMPLES OF STUDENT WORK DURING "THE UNITED STATES IN THE LATE 1940's"

Examples of student papers retained for the use of the program's official evaluators are included on pages 142 through 171. They include two open-note tests, a worksheet, and a position paper in which each student chose a candidate and defended him. Each paper has been ranked against the other students for inclusion here.

**Slightly above average** Name ______________

**U.S. in the 1940's**
**March 2, 1972**
**Open-Note Test**

1. React to the Marshall Plan from the point of view of three different presidential candidates. Tell specifically what each wanted to do on this issue and why. Include also the source from which you got the information.

Henry A. Wallace - Wallace agreed with the basic ideas of the plan. In ~~one~~ the reading "Henry Wallace's Column, My Alternative for the Marshall Plan," (New Republic 1/12/48) he stated that it sounded "good to me when it was first delivered." But Wallace wanted the Truman Doctrine thrown out, in order for the Marshall Plan to have any meaning. He believed that together, the T. Doctrine & the M. Plan would of interfere w/ social, economic, political affairs of the country receiving aid. [illegible] He proposed that the U.S. should not ~~do~~ give aid alone, but establish a U.N. Reconstruction Fund. ~~The aid wo~~ Contributions would be made by nations, as well as Congress, (in form of appropriations.) ~~and~~ Priority would be given to countries which suffered heavily, without regard to politics, & "social institution

Truman - he backed the Marshall Plan completely. (Collier's 1948 Yearbook.) He was criticized sharply for the large amount of money (6 billion 800 million) that would be spent. (Newsweek 1/26/48) Truman described the plan as a program that would boost production, stabilize currency, & revive international trade, by giving aid to ailing nations in Europe still broken & shattered from WW II.. All of this would be achieved by sending money, aid, etc... to these nations to help them rebuild, which would at the same time, strengthen ties between U.S. & Europe. Long debates followed ~~the~~ plan thru Congress, strong opposition, with Truman losing much support.

Taft - he thought that too much money was going to be spent. Wanted to cut it. 1st year to 3 billion, with lesser amounts following. Was very promising as a pres. candidate, but after hearing the above, most Republicans believed Taft to be leading towards isolationism. Taft believed that America shouldn't be too generous, & but furnish enough goods which will "enable the countries to work for themselves."

Christian Science Monitor 1/26/48
Newsweek 1/26/48

2. Place the various possible candidates for president in order (first to last) based on their strength in public opinion polls during late 1947 and early 1948. Give evidence. If some are difficult to rank explain why.

1. Eisenhower
2. Truman
3. Dewey
4. Taft
5. MacArthur
6. Stassen
7. Vandenburg
8. Wallace

In every poll taken (with Eisenhower involved) Eisenhower won every poll. He led not only the Republican Voting poll, but also the independent poll. Individually against Truman he received 55% of the votes to 45% for Truman. Because of the individual poll I feel that he had the lead because Truman seemed to be the next candidate because this was the only poll which he lost. Another + for Eisenhower is that not only in the 1 on 1 polls but even in the polls with all candidates combined he again came on top. I feel that this shows his strength because with more candidates the voters had not one candidate, but many to chose from, and therefor the candidate has to be very strong to come out ahead in a poll like that, and a poll like that is a good view of the election, because in the election there is not one but many candidates to chose from. From the polls involving Taft and Dewey, Dewey came out on top. They did not go head to head, but they both went 1 on 1 against Truman. Taft lost 63% to 37%, but Dewey was close only losing 51% to 49%. Therefor I rated Dewey 3rd and Taft 4th. Between the final 4 candidates it becomes very sticky.

2. Write a paragraph on one of the following. Do either A or B.

A. Tell which 1948 candidate you favor so far, and give your reasons

Basically and briefly, I support Truman because I feel that by helping the European countries by the Marshall plan you are not stopping the communist agression, which is threatening the U.S. But by Truman's plan for military support, I feel that this would help the U.S. more than foreign aid. This would make the U.S. a safer place, and the plan would not only support Europe directly, but the U.S. ~~indirectly~~ indirectly by stopping Communism.

B. Tell of one thing you got from the magazines which especially interested you.

In the polls there is so little separation that it makes it difficult to put in order. In a poll of the Republican voters, MacArthur received 12%, Stassen 15%, Vandenburg 13. There is so little difference that a poll would be very inadequate evidence. The only true test is the final outcome in the 1948 election itself..

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About average Name ______________________

U.S. in the 1940's
March 2, 1972
Open-Note Test

1. React to the Marshall Plan from the point of view of three different presidential candidates. Tell specifically what each wanted to do on this issue and why. Include also the source from which you got the information.

Truman

He feels the $6,800,000 is essential to this plan. He feels it will help achieve peace. "The welfare of the world and the welfare of our land demands it." He feels if the first yr, of the 4, expenses are cut it would greatly harm the program and may not be of any benefit.

Newsweek, Feb. 9, 1948

Wallace

Feels it was set up to convert non-democratic gov't to democratic gov't. Feels we, as a country, should not get involved but to aid the United Nations who would aid Europe thereby setting up rules by which to follow. U.S should not dictate their type of gov't.

New Republic, Jan. 12, 1948

Taft

wants to cut amount of money spent to $3 billion. Feels Europe can safely get by without much help, but America will be ruined by the Plan.

Newsweek
Jan. 26, 1948

2. Place the various possible candidates for president in order (first to last) based on their strength in public opinion polls during late 1947 and early 1948. Give evidence. If some are difficult to rank explain why.

(1a) Truman – Highest %ages throughout
(1b) Eisenhower – He looked like a strong candidate until he dropped from the running.
(2) MacArther – U.S. News – Oct, '47 gave him 43% against Truman
(3) Dewey – Dewey could either 3, 4 on my list as could MacArther
US News in July of 47 gave him 49% against Truman
And in Jan of 48 gave him 41% against Truman
(4) Taft – 37% in Jan of 48 against Truman
(5) Wallace
Stassen – Both men in my poll would be here.

3. Write a paragraph on one of the following. Do either A or B.

A. Tell which 1948 candidate you favor so far, and give your reasons.

I favor President Truman so far as we have studied the various candidates. Many of his ideas, I feel, are good. The Truman Doctrine is a good policy in my opinion. Marshall Plan could use some revisions but is basically good. He also favored a draft, which at that time I think was necessary.

B. Tell of one thing you got from the magazines which especially interested you.

✓

**Slightly below average** Name ______, ______

U.S. in the 1940's
March 2, 1972
Open-Note Test

1. **React to the Marshall Plan from the point of view of three different presidential candidates. Tell specifically what each wanted to do on this issue and why. Include also the source from which you got the information**

Truman: wants to have 6 bil 8 mil dollars for ERP. He wants more money spent on ERP that Tafts 3 bil
newsweek Jan 6, 1948

Wallace: Says Truman is trying to convert European countries to a democratic government like the U.S. and stop communism he wants the marshall plan but in his own way. New Republic Jan 12, 1948

Taft: feels we should help Europe but not the way the ERP has it but his own plan. The U.S. sholdnt spend its money so freely

2. Place the various possible candidates for president in order (first to last) based on their strength in public opinion polls during late 1947 and early 1948. Give evidence. If some are difficult to rank explain why.

① Truman - Dem
② Eisenhower -
③ taft - Republican
④ mac authur - " "
⑤ Wallace - prog
⑥ Dewey Republican

U.S. news Jan 16, 1948
U.S. news Jan. 23, 1948
Newsweek Jan 19, 1948
Time Jan 26, 1948

3. Write a paragraph on one of the following. Do either A or B.

A. Tell which 1948 candidate you favor so far, and give your reasons.

B. Tell of one thing you got from the magazines which especially interested you.

I was especially intrested in the magazines advertisments. I found them to be very enlightining as to the peoples way of life. the ads for the most part showed an air of ~~prop~~ prosperity, with cars for sale along with radios record playres and lots of other luxiries.

Above average

U.S. IN THE 1940's
March 31, 1972

OPEN-NOTE EXAM

1. What two ways were used by different states to determine who would be their delegates to the Republican National Convention?

One way was to chose individuals, within the party, who the chairman felt would do a good job, representing the party at the convention. From these nominees, the entire Party would meet, + vote on who they thought should go to ~~the~~ convention. Those that received the majority of votes would then go. The delegates represented each district in the state, etc. so that it was fair in every district. Another way was that the chairman simply chose the delegates without a voice from the Party.

2. Explain the progress Dewey seemed to be making toward the Republican nomination by each of these dates. Be as specific as possible in showing how he was getting delegates who would vote for him at the convention, which began June 21.

Before May 1:

Dewey + Taft are ~~starting~~ both trying to garner support for the nomination

During May:

~~D~~ Dewey wins ~~the~~ Oregon Primary, which gives him a great advantage over his opponents, who faired worse. ~~H~~ Dewey has a debate w/ Stassen over ~~the~~ Communism, ~~Stassen~~ loses, Dewey gains Oregon's support, for his strong anti communist stand.

June 1 to June 20:

Vandenberg enters ~~the~~ race but offers no ~~stiff~~ serious ~~threat~~ to Dewey.

after June 20:

Senator Martin (Penns) withdrew from the Pres. race, + pledged his support to Dewey. Dewey practically "nails" the nomination at this point. A coalition, headed by Taft, tries to stop Dewey, but it is relatively weak in its ideas + fails to prevent Dewey from getting the nomination

over

3. Explain the Civil rights plank which was adopted by the Democratic National Convention in 1948. Why did it create so much controversy? Describe the reactions of some of those who were against it.

The Civil rights plank adopted by the Democratic National Convention, called for the "right of racial + religious minorities to live, work + vote on a bases of equality with all citizens, + called on Congress again to assure + protect those rights." The ~~Party also adopted~~ plank also stated that the Party was responsible for all gains made in the field of Civil rights in recent years, in "eliminating unfair + illegal discrimination based on race, creed or color."

The Plank, then went into detail, stating that federal action should be taken to intervene in lynchings, mob violence, as well as to prevent discrimination. Many Southern delegates were greatly angered at this proposal. They argued that the Fed. Gov't. had no right to interfere in their own internal situations. That the gov't. in Washington doesn't know what's going on in ~~B~~ Alabama, ~~+ other~~ That is that they would have no conception of the details behind their affairs, + would not make a fair decision, ~~+~~ in judging them.

The Plank also stressed "full + free" political participation, + "equal treatment" in the Armed Forces. Hubert Humphrey tried to get the proposal of non-segregation in the armed forces across, but it was voted down.

The Southern delegations then came up with their own proposal for a plank. The basic idea behind their plank, was that states rights should be reaffirmed, + that the Fed. gov't. should not invade into states territory, where it concerns the state's own domestic affairs.

This proposal was voted down, which made the Southern delegation even more angry. ~~B~~ Many Southern delegates they marched out of the convention, refusing to support Truman on such an unfair plank. The delegates went + formed their own convention. Truman won on the first ballot, his nomination, but it was without the South's support. The party began to take on a look reminiscent of 1860, when angry delegates stormed out of the Dem. Convention, splitting the Party, + bringing a Republican, Lincoln, into the White House

Name [redacted]

Date ____________ Period ________

SOCIAL STUDIES ESSAY TEST

because of the split. Lincoln was lenient towards Civil Rights, which the Southerners discovered & because of this left the Union, causing Civil War. Though the convention of 1948 was not as serious as this, Truman indeed was in a dangerous position of losing the race for the presidency, because of his reaffirmation ~~that~~ non-segregation, racial prejudice, etc... would not be tolerated.

About average

U.S. IN THE 1940's
March 31, 1972

**OPEN-NOTE EXAM**

1. What two ways were used by different states to determine who would be their delegates to the Republican National Convention?

Primery elections - the people vote for who they want to win.
Selected People from the state choose delegates who they feel will be most qualified.
People have no choice.

2. Explain the progress Dewey seemed to be making toward the Republican nomination by each of these dates. Be as specific as possible in showing how he was getting delegates who would vote for him at the convention, which began June 21.

Before May 1:

It was Believed that Dewey would recieve the most votes on the first ballot. Taft would recieve very few. Stassen was big opponent.

During May:

Dewey and Stassen are rated equally with Taft just a few votes away.

June 1 to June 20:

In a pole taken of Newspaper and magazine editors they prefered Vandenberg then Taft, Stassen then Dewey. But they Predicted Vandenberg would win and Dewey would be second. They felt this would be true because Vandenberg was a good compromise candidate. they didn't feel Dewey would do very well.

after June 20:

Dewey is now the expected leader in the first ballot He is expected to get 329 votes to Taft's 168. There is a big change since the Oregon Primaries. Martin pulled out of race and suggested his votes go to Dewey.

Recieved many favorite sons votes

-over-

3. **Explain the Civil rights plank which was adopted by the Democratic National Convention in 1948. Why did it create so much controversy? Describe the reactions of some of those who were against it.**

The Civil rights plank was pledged to have Federal action to prevent lynching and mob violence, equal job opportunities, equal political opportunities (which did away with Poll Taxes and equal treatment in the armed forces. It also included religous discrimination in addition to Racial discrimination. This caused a great deal of controversy because the Southern states felt it should be the States responsibility to inforce these rules and outsiders shouldn't have the right to come in and tell them how to handle their problems.

The Dixicrats (Southern Democrats) who had favored the Democratic party since Lincoln freed the slaves were now angered by the Democratic Civil Rights Plank. They were so angry that they broke off from the Democratic Party and formed their own party - Dixicrats. - and ran their own Candidate for president. This took a great number of votes away from the Democrats and it was feared that the Republicans would win.

Slightly below average

U.S. IN THE 1940's
March 31, 1972

## OPEN-NOTE EXAM

1. What two ways were used by different states to determine who would be their delegates to the Republican National Convention?

One way was to have people go who were nomanited and picked by the people of the state another was when the people were appointed by the govener

2. Explain the progress Dewey seemed to be making toward the Republican nomination by each of these dates. Be as specific as possible in showing how he was getting delegates who would vote for him at the convention, which began June 21.

**Before May 1:** on 4/23/48 dewey had 111 delagate votes. double the number of any other candate. at this time there were 160 votes ininstructed

**During May:**

**June 1 to June 20:**

**after June 20:** June 21 dewey had 329 votes while favorite sons had 340 again double any other candaite

-over

3. Explain the Divil rights plank which was adopted by the Democratic National Convention in 1948. Why did it create so much controversy? Describe the reactions of some of those who were against it.

it basically proposed equal rights for all citizens. It pleged continuing efforts to eradicate all racial, religious and economic discrimination. It called upon congress to exert its full authority to the limit of its constitutional powers to protect the right to live, right to work, and the right to vote, the full and equal protection of the laws on a basis of equality with all citizens as guarenteed by the constitution. It created a lot of hassle within the Demo party because the southern Demos didnt argue with the equality of it, but with the way it would be brought about. The southern Demos main hassle was that they felt there should be no invasion of what they consider the sovereign rights of the individual states in seeking this equality.

Name

Date 3/31/72 Period 3

SOCIAL STUDIES ESSAY TEST

that is the southern demos didnt want the federal government to make laws and try to push equality. they felt that was the indivagel states right and not the federal governments. So therefore the hassle in the Demo party was not on the question of equality but how to attain it.

When this propisal was adopted some of the southern Demos walked out of the convention and formed a party of their own the "Dixie crats". they were not for either Truman or Dewey and wanted to elect a more sulitial man

**Above average** period 4

U.S. IN THE 1940's

SApril 3, 1972

WORKSHEET

To win a presidential election, a candidate must receive 268 of the nation's 535 electoral votes. How many did the Dixicrats hope to get? What was their goal?

The Dixicrats hoped to get between 60 and 127 electorial votes. 127 electorial votes are the most that the Dixicrats could hope to get.

If the Dixicrate ~~got~~ candidate got 127 electorial votes it might be enough so that neither Truman or Dewey could get the required 268 electorial votes for a victory. If this happened the election of the president would go to Congress. The vote in congress would hold the balance of power. It would also give the Southern states power to bargain. They would bargain for ~~either~~ the promise of one of the candidates to either tone down or completely wipe out the civil rights plank of the candidate.

What did the Dixicrats mean by "racial integrity"? Why did John V. Barr (New Orleans Times Picayune, July 20, 1948) call it a fight against Communism?

~~He feels that if the States loose their rights by having federal intervention for intergration this entering of the federal government into the picture will lead to the establishment of a totalitarian state. He thinks that a totalitarian state is the spreading of communism.~~

SEE ATTACHED SHEET

What did the Dixiecrats mean by racial integrity? Why did John U. Barr call it a fight against communism?

The Dixiecrats meant racial integrity to have the races separate and not necessarily equal. Another name for racial integrity is racial pureness and not have the races mingling.

Frank Dixon, convention keynoter and former Governor of Alabama summed up the Dixiecrats' feelings by saying "it will reduce us to the states of mongrels mixed in blood."

The Dixiecrats were so strong on racial integrity that one of them stated: "We believe that there are not enough troops in the Army to force the Southern people to admit the Negroes into our theaters, swimming pools and homes.

John U. Barr feels that federal intervention for integration in the South will lead to the establishment of a totalitarian state. This in turn will lead to the spreading of communism.

Write a letter to Governor Strom Thurmond of South Carolina, expressing your support or displeasure at the things he said in his speech accepting the Dixiecrat nomination. React to specific things he said. (Note that his speech is covered in both the Washington Post and the New Orleans Times Picayune on July 13.)

Governor Thurmond,

I feel that your group of "states' rights" Southerners and your platform of so-called state sovereignty is simply a ~~coverup~~ cover-up for your desire to keep the south integrated a keep the Negroes in their place as inferior people. The reason you don't want federal intervention is because things would start getting done if the federal government took over. You Southerners say you will take integration into your own hands. I doubt this very much. Even if you did do something I am sure that it would be very little and ineffective.

You stated: "For our loyalty to the party we have been stabbed in the back by a president who in his desire to win has betrayed every principle of the Democratic Party." I say, what principles? President Truman is finally making some principles for the Democratic Party.

You also stated that "the Truman road leads to a totalitarian state". Establishing federal control over integration does not mean that the whole U.S. government is changing to a totalitarian state nor a Communist state.

A clear sign that you do not want integration to take place and never will is the statement made by you. "We believe that there are not enough troops in the army to force the Southern people to admit the Negroes into our theaters, swimming pools and homes."

About average

April 3, 1972

U.S. IN THE 1940's

SApril 3, 1972

WORKSHEET

To win a presidential election, a candidate must receive 268 of the nation's 535 electoral votes. How many did the Dixiecrats hope to get? What was their goal?

The Dixiecrats hoped to place 127 unpledged precidential eletors in the electoral college and throw the election of president into Congress In doing so, Congress might pick an "outstanding American." This meant someone favorable to the South. They wanted it to go into the House of Representatives so that they might be able to make a deal with the candidates. They would hold the balance of power. They wanted to deprive Truman of the South's electoral votes.

What did the Dixiecrats mean by "racial integrity"? Why did John V. Barr (New Orleans Times Picayune, July 20, 1948) call it a fight against Communism?

The Dixiecrats did not want to combine the races and dilute the blood of the pure whites. It was a Communist plot to produce a mongrel race of people, halfbreeds The white race would be weakened.

Write a letter to Governor Strom Thurmond of South Carolina, expressing your support or displeasure at the things he said in his speech accepting the Dixiecrat nomination. React to specific things he said. Note that his speech is covered in both the Washington Post and the New Orleans Times Picayune on July 18.)

Dear PaSTROMi,

How's the wife and kids? I am writing in regards to your acceptance speech of the Dixiecrat nomination.

Especially one particular quote: "We believe that there are not enough troops in army to force the southern people to admit the Negroes into our theaters, swimming pools and homes".

I am in doubt as to what you mean by this quote. Were you implying that you and your fellow politictioners will not buckle under any pressure in your belief of the southern plank? And if the Fedral Gov't takes no desegregation actions do you plan to use the state gov't to reduce segregation? Please write back soon, as I do not like to support racists and bigots.

Richard Nixon

**Well below average**

U. S. IN THE 1940's

April 3, 1972

WORKSHEET

To win a presidential election, a candidate must receive 268 of the nation's 535 electoral votes. How many did the Dixiecrats hope to get? What was their goal?

127

their goal was to force congress into making the choice of President, and hoping congress would pick an "Outstanding ~~american~~ american"

What did the Dixiecrats mean by "racial integrity"? Why did John U. Barr (New Orleans Times Picayune, July 20, 1948) call it a fight against Communism?

They didn't want a mixed society of ~~black~~ BLACK + white familys. they wanted a pure race.

Barr. felt the government was going to take over the States rights and have a communist controlled government

Write a letter to Governor Strom Thurmond of South Carolina expressing your support or displeasure at the things he said in his speech accepting the Dixiecrat nomination. React to specific things he said. (Note that his speech is covered in both the Washington Post and the New Orleans Times Picayune on July 18.)

Dear Mr Thurmond

How can you feel right trying to segragate Black people from the White people

Well above average

## Social Issues

After examining the four candidates for the presidential election of 1948, I would probably cast my vote for Harry Truman. Out of the four candidates, Dewey, Thurmond, Wallace, & Truman, I feel that the latter is the most qualified. He also shares more of my view-points than any of the other countries

One main point in all the candidates' campaign was what to do about the question of foreign aid. President Truman, of course, was an advocate of the Marshal Plan. This plan was one which would give tremendous aid (both military & financial aid) to European nations wounded by war. Wallace shared Trumans sentiment on this issue with the exception of one point. Wallace thought United States should not take it upon itself to supply relief. He thought the problem should be left up to the United Nations. He also thought the U.S. should not offer help to those nations who agreed to practice a democratic government.

Dewey, the Republican nominee also thought that European aid should be continued.

Mr. Dewey even thought the aid should be expanded to include China.

I can only guess that governor Thurmond the Dixiecrat nominee for President would not support other nations besides his own. His attitude toward the Negro Race demonstrates his attitud toward people unlike him.

Another key point that the American people were watching for was the internal security of the country. One plan that was proposed was the Mundt-Nixon Bill. President Truman, although in favor of discouraging Communism, didnt approve of what the Mundt-Nixon bill would do. Henry Wallace thought that the bill would turn the country into a police state. He even went so far as to compare the enforcement of the act to the Massachusetts witch hunts. He contended that the bill was in direct opposition of the basic constitutional rights of U.S. citizens.

Thomas Dewey favored the Mundt Nixon Bill. He was severely opposed to communism.

## Social Studies cont'

Again as in the case of the Marshal Plan I can only guess about Thurmonds stand on the problem of internal security. If he was opposed to Negroes integrating with the white people in fear of creating a race more susceptable to communism, he surely would support a bill to uncover communists.

The third and possibly the most important issue of the election was the question of civil rights. This included minimum wage & equal pay, but was mainly directed toward the negroes in the south. The democratic civil rights plank advocated equal pay, abolition of poll tax, lynching laws, & the unfair laws governing negroes.

Truman of course supported the civil rights plank to the fullest extent. Despite the fact that the election was at stake & loosing the southern delegates support would be dissasterous, he stood by the civil rights plank.

Wallace was also an

advocate of equal rights. Wallace was an all-around pacifist. He refused to speak to segregated audiences in the south, and was rewarded with thrown eggs and tomatoes. The basic difference between Truman and Wallace was the fact that Truman wanted Federal standards set up for the enforcement of civil rights.

Thomas E. Dewey didn't really say too much on the issue of civil rights. In my readings I did find that he was sympathetic to the predicament of the negroes, though he never really took a stand one way or another.

Governor Thurmond, however did take a stand. He openly denounced the negroes and proclaimed their inferiority. He gave the impression that he wasn't totally opposed to allowing the negros equal rights—he just wanted the states to have the choice of how to handle the problem. Thurmond contended that Truman was encouraging a socialist government by insisting

Slightly below average

U.S. in the 1940's

If I were to chose one of the canidates I would select Harry S. Truman. I liked his plan on "Fair Employment" He wanted a law passed that would prevent discrimination in giving jobs throughout the country. I also supported his plan to develop his own legislation to combat Russian Espionage. Before he was elected he planned to send Justice Fred Vinson to Moscow to see Joseph Stalin In hopes to negociate on a peace plan.

Trumans plan on Fair Employment would have benefited greatly in our problem world today. Then, it would surely have caused a uproar in the South because of all the discrimination aganists Negros.

I also agreed with his Civil Rights plan, The South was still angry with Lincoln for freeing the slaves and they were going to fight to the very end to keep the ~~the~~ Negro's from recieving further rights. This is why they wanted segregation & the like.

I feel that Truman must have truly supported the Declaration of Independence because everything he did seemed to move In that direction or was aimed to make everything and everyone to have equal rights. I myself still go along with what it says today. "We the people, etc."

# Conclusion

## U.S. in the 1940's

I did not agreed with Dewey because he opposed tax cuts something I'm sure was certainly needed then. I also disagreed partly with his aid to Europe when he said he wanted to aid China also. China needs aiding like I need another arm. I think that would be helping Communism spread. Although in one area he did agree~~d~~ with the deligation on "Civil Rights act.

I didn't like Thurmond because he was so strongly against the Negros having equal rights. Also for his remark on ~~the~~ Truman stabbing them in the back for their loyalty to the party and in his desire to win had be-trayed every principle of the Democratic party." I think that was a very childish remark & unfair.

Well below average

U.S. History

April 11, 1972

I would vote for Truman in this election because ~~of~~ I agree with most of his policys. I like Trumans stand on discrimination, the Marshall plan, foriegn relations, fight against high prices, and his stand on labor

This student had a serious reading handicap.

I put my vote for Mr.Truman
I think ther is one Ishyou
That most in trested me,
the marshall plan. The original
marshall plan was for the U.S.
to give all the Help to Europ
and to seat only 2 condisens
the first is that the mony
we give to you will not
Be used for millfry or sivel
Defence, the sacent is to Let
the U.S. Billed Bace in Europ.
why Im for Truman Is his plan
called The Truman Doctrine. He
wants the U.N. To put up the
money and that thay will put
more restricshon on what the
money will Be used for. Dewey
I think he stans for the trumen
Doctrine But I Dont like some
of the things Dewey stans for.
taft hasent said much for or oginsed
the plan But taft is not a strong
Leder.

# APPENDIX D

## EVALUATIONS AND OBSERVATION SHEETS

Lee Goode's official evaluation is included on pages 173 to 174. That of Dr. Paul S. Holbo is on pages 175 to 177. Melva Ellingsen's complete evaluation is included in Chapter V. Each evaluator visited several classes, interviewed students, and examined a random sampling of student papers from "The United States in the Late 1940's."

Three typical "observation sheet" responses are given on pages 178 to 183.

## Evaluation by Lee Goode, Chairman Social Studies Department, Winston Churchill High School, Eugene, Oregon

To describe what I saw happening in the teaching of the election of 1948 through the use of mass media available to the electorate seems an almost impossible task. Yet, salient factors do emerge. One of these to which I specifically directed my attention during the course was student reaction to the method as expressed by them. Another, which is in some ways part of the above and yet different enough to deserve independent treatment, is student reaction as it was expressed by their behavior outside the classroom. A further important factor was the effect on other faculty members. Finally, the existance of the materials to implement the project has implications for students.

In essence there are two major areas that must be discussed in any evaluation of this method: student and teacher reaction that is specific to those involved in the project and student and teacher reaction in the broader departmental framework.

Students in an interview situation expressed an interesting reaction to the method. Vocal members of the class engaged in a debate over the merits of the approach. The minority view was negative and centered on the issue that all students were not forced, as they can be in a regular class situation, to do the work. The majority view was positive and based on the reverse of the same premise. That is to say, they liked the approach because it allowed them to pursue their studies at an individual pace. This group specifically cited as "great" the opportunity to forge ahead on their own without the restrictions of a more rigid structure. As this debate became more heated, less vocal members felt compelled to take sides. This was the revealing portion of the interview. These students, and this included by now virtually all of the class, defended the method. They were, in fact, rather harsh with those who were criticizing it. Their position was that students who did not like the approach were really expecting the teacher to structure a whole course to prevent a few students from failing to do the work they should. They held that the criticism of those opposed to the method ought to be directed not at the course but at themselves. They felt that if one didn't study it was one's own fault. This to me was an unexpected plus for the method. Built into it is an experience in facing up to the consequences of one's own actions. It thus supports one of the major objectives of present day secondary education.

Student reaction as expressed by their behavior toward the course is particularly revealing of their attitude toward it. As department chairman, I was able throughout the year to observe the frequency of student entry into and exit from these classes. Remembering that this department encourages students to elect to take classes they enjoy, it is significant that the classes taught by this method had the heaviest enrollment of any in the department every quarter of the year. I personally know of only one student who transferred out for the expressed reason that she wanted a more structured and teacher dominated approach.

From my point of view the effect on other faculty members is significant. As a department chairman, the task of promoting professional growth in the area of curriculum development is always one with which I am concerned. In this instance the fact that one other member of the department at the 11th grade level became so interested that he gave freely of his own time to help search out source materials for the class is impressive. Further, next year he intends to teach two sections of history through the use of materials developed in the project. This speaks well for it.

The final point to which I wish to address myself is the effect of the physical presence of the materials needed to teach by this method. I observed in the Resource Center that these materials are attractive is and of themselves to students not involved in the course. I encountered many instances during my duty period where students in the reference area would have to be told they could not take these materials out because they were on reserve for a class.

In summary I would have to judge the experiment a success. Any curriculum development project which can generate such strong support from those involved and at the same time motivate students and teachers outside the project to become involved must be regarded as more than worthwhile.

UNIVERSITY OF OREGON

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June 21, 1972

Evaluation of term course "U.S. in the late 1940's"
taught by Mr. Ralph Beebe, Churchill High School, Feb-Apr 1972

The first thing that needs to be said is that Mr. Beebe is an able and knowledgeable teacher who would have a measure of success in almost any classroom situation, judging both by what the students would learn and how favorably they would respond. The teacher's dissatisfactions with previous methods have over the years impelled him to prepare and use various new materials and to undertake diverse projects. The latest undertaking is simply an extension of the efforts he has been making for an extended period of time. As before he has invested a great deal of effort in his preparations and in his work with students, and he no doubt has continued to learn more about history and about teaching. The quality of the materials he has chosen and the devices he has invented to spur student interest are convincing evidence of this fact. The experiment, therefore, is clearly a success judged solely from the standard of the teacher's own continued growth.

I respect Mr. Beebe for his diligence and his hard work. If all teachers had his ability, there would be few problems in the schools for which teachers could be held responsible. I also share some of his dissatisfaction with materials often used in class, particularly the standard survey textbook--which is usually out-of-date and inaccurate in important respects in any event--and the attempt to cover "all events"--which is unnecessary and probably even futile educationally.

It is possible, however, that Mr. Beebe has abandoned some historical resources of merit as he has moved to reliance on the direct "sources" (or facsimiles thereof), and that his intensive approach leaves something to be desired. I personally prefer a course that he described several years ago to the one undertaken this year, though I cannot say whether the students would like one rather than another. (Scattered evidence suggests that some would.) And, again, his own feelings must be regarded.

Thus I think there is excessive reliance on the so-called media in this class and too little use of books. There are a number of volumes covering this period that students could use--studies that are reasonably up-to-date and readable and that would provide some of the background that is probably necessary if the students are really to understand what they are dealing with. Periodicals, films, etc. can supplement such books, or serve as necessary correctives; but they are not a substitute for analytical history.

On the other hand, I think it is good for students to read periodicals from the era and from different parts of the country, or that have very diverse points-of-view. Having been in attendance at the Republican Convention in 1948, I feel that the students did pick up some of the flavor of events--the Taft song, the baby elephant. etc., though nothing on Warren's "orange" theme--as well as a bit of the breakup within the Democratic party. All this is good, if superficial in importance. The students show little evidence of understanding what lay behind the display of the convention and the events that occurred. The position papers, in which they select their favorite candidates, reveal their own biases--many of them contemporary--rather than a perception of what was going on in American life. Candidates are good because they are Democrats or bad because they are bigots or anti-Communist, etc.; in short, they appear as cardboard figures.

I also think that the materials are heavy on the conventions themselves, though surprisingly the fascinating (as a social phenomenon, and one of contemporary interest) Progressive convention is apparently omitted. In this regard, the title of the course might better be "The (Four, hopefully) Conventions of 1948" rather than "The United States in the late 1940's." The course title is not accurate, so far as I can tell. There is little or nothing on conversion to peacetime, decontrols of the economy, the (do-nothing, if one wishes) 80th Congress and all it represented, the GI bill, the economic boom, the fam issue, the baby boom (a highly significant sociological and political phenomenon), federal budgets, etc., and only limited materials on the peacetime draft, Taft-Hartley, and the like.

I do not mean to suggest that the course should itself be different, though it could well be, but that it ought to be identified accurately. There is much to be said for concentration on limited topics, such as those covered, though I think that perhaps there was undue emphasis on the conventions. This is good, partly because the students do not understand such matters and because of current events; on the other hand, to repeat myself, they need to be introduced to underlying factors--both the history of conventions and American political practices and explanations of events.

In this regard, I did not get a feeling that the students really knew what the Truman Doctrine was all about; the materials allude to this policy, particularly in statements by Henry Wallace (which are well chosen), but do not explain what led up to that policy. Nor, even in the matter of the election, do the students really know why Dewey won the nomination and Truman the election. What national forces explain this events? What did the Dixiecrat movement really mean? The bigotry of Thurmond and Bull Conner is part of the Southern reaction--but only part.

Except for the omission of the Progressive convention, the materials dealing with the conventions are well selected. Among other materials, I like best the assignments that required writing, the worksheet for March 30 in which the students had to compare events of 1860 and 1948, the comparative analyses of the views of three candidates on the Marshall Plan, and the question of March 31 about the civil-rights plank. A few curious errors, such as the occasional identification of Truman as a Republican, perhaps require a footnote here, though I do not place any significance upon them.

Clearly the students have learned some things, as I would have expected from Mr. Beebe's classes. I worry some about depth of understanding about events, not about their knowledge of some domestic events themselves. Of course, it is necessary to start somewhere.

Paul S. Holbo

Paul S. Holbo

OBSERVATION SHEET
Ralph Beebe

Please check:

___✓ teacher
___✓ Administrator
____ Student Teacher
____ Student
____ Parent
____ Other ( Please specify) ________________________

Date April 21, 1972
Period 3rd period

Please briefly describe what occurred. Include any specific incident you think was especially important. If possible, identify the most significant thing which happened.

I attended at the beginning of a unit, which was probably the best time to begin observation. The teacher distributed the materials to be used by the students and began the hour's work very smoothly. In effect this class became a laboratory session, and hence experienced the usual difficulties when a laboratory becomes overcrowded and materials are a bit difficult to obtain. However, one or two students assured me that this had not been the case in the previous term. The novelty of the class and other factors seem to ~~be~~ explain its popularity.

I felt that most of the students settled down pretty quickly; a few found it easy to get distracted during a work period and a small number just sat. But, on the whole, a high percentage participated actively in the assignment, responding to the work as they were supposed to do. I would call the element of participation a decided success.

There was some distraction owing to the unsystematic circulation of materials, occasional interruptions, and the steady buzz. But the students did not seem greatly disturbed, and the flow of materials approximated the real flow of materials at the time being studied--people read what came to hand.

Students freely called for help from the teacher and his aide. Most asked about how to approach the assignment, that is, how to answer the guiding questions; some asked more substantive questions of the material they were working on, and apparently there were discussions of the parallel between Korea and Vietnam. This, of course, is a subtle and important matter--it was not possible today to determine their comprehension, but a beginning was made.

The study questions and the actual classroom assignment (made on a non-competitive basis) seemed very wise.

Students queried who had been in the previous term liked the diversity of materials--the magazines with their jokes, etc.--felt they have a better impression of how people had actually felt. One girl preferred the variation from textbooks, and she (over

Please tell what seems to you to have been the major purpose of today's lesson. To what extent was this purpose accomplished?

Today's class was primarily: (circle)

lecture by teacher
discussion initiated by teacher
discussion initiated by students
reports by students
Individual student Research
[✓ reading assignment]
examination
guest speaker
film
other (please specify) ______________________

Most of the students seemed: (specify approximate percentage if possible)

very interested
[✓ rather interested]
rather disinterested
very disinterested

If you used any measurements during this observation, please describe them and give the results:

remembered something of what had been studied. Another student found the Traverso material all right, though I am sure that he could not get through much of it in the short interval. Several students looked at the Daily Worker on microfilm, but they do not seem to have read or understood the material--one boy said it was not interesting. More guidance before using this material is obviously needed, for these students simply did not understand what the publication was all about. Perhaps something can be done here in subsequent discussions.

On the whole I would call the class a definite success; the students were at least as interested as they would have been in a more traditional situation, probably somewhat more responsive.

OBSERVATION SHEET
Ralph Beebe

**Please check:** Date May 25, 1972

teacher
[✓ Administrator]
Student Teacher
Student
Parent
Other (Please specify) Period 3

Please briefly describe what occurred. Include any specific incident you think was especially important. If possible, identify the most significant thing which happened. (class of 31 students)

Introductions - Attention drawn to selected statistics on chalk board
Distribution of Gallup Opinion Index on Johnson's popularity
10 minutes - class reaction
Distribution of print-out from Wash. Post, "Sen. McCarthy To Oppose LBJ..."
Class reading of article.
Teacher directed and dominated discussion of article
Newspaper articles shown on 3 screens. (microfilms)
General class discussion with no direction
Selected students read aloud from articles.
Distribution of article on Kennedy's Primaries, NYT '68
Students read article
As class concludes, an additional hand-out is given - Gallup Opinion Index, April. 1968.

Please tell what seems to you to have been the major purpose of today's lesson. To what extent was this purpose accomplished?

"To have students interpret news media concerning views on Viet Nam War as expressed by candidates in primaries.

Today's class was primarily: (circle)

lecture by teacher    [✓ discussion initiated by teacher]    discussion initiated by students    reports by students

Individual student Research    [✓ reading - during class assignment]    examination    guest speaker

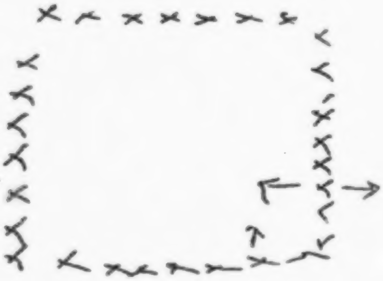
film    other (please specify) Micro film showing of newspaper articles

Most of the students seemed: (specify approximate percentage if possible)

very interested    [✓ rather interested]    rather disinterested    very disinterested

If you used any measurements during this observation, please describe them and give the results:

At task - response seating diagram.



This type of seating grid was used. Arrows directed to the center indicate involved participation in the discussion of an election. Arrows away from the center indicate activity apart from the scheduled class task. Results from periods 3 and 4 are as follows:

Period 3 - 25 arrows toward center
37 away from center
4 - 23 arrows toward center
8 arrows away from center

All responses to discussion were included. Arrows away from center were based on 5 min. interval checks.

OBSERVATION SHEET
Ralph Beebe

Please check:

Date 3/29/72

Period VII

____ teacher
____ Administrator
__X__ Student Teacher
____ Student
____ Parent
____ Other ( Please specify) ____________

Please briefly describe what occurred. Include any specific incident you think was especially important. If possible, identify the most significant thing which happened.

1. Class - "The '40's"

2. Assignment - Reading for first 15 min. on the Truman Doctrine and the Marshall plan. Focus of assignment to understand what these documents were all about.

3. Inquiry attempt - Questions to focus students on explaining and relating the documents to their period of history. (Answers were related to those countries involved, understanding of East European occupation, etc.)

* 3. Assignment - Reading of editorials from the '40's on the documents. Particularly looked at possible presidential candidates and their feelings on these foreign measures.

4. Inquiring attempt - questions asked to students. Students able to see role of candidate Taft and his disapproval of the marshall plan. Discussion also focused around role of the League of Nations.

5. Points 3 + 4 appeared to be rather significant; the class got to actually read editorials from the period of history they are studying and at this point the discussion seemed to pick up. More students got involved asking + responding to questions.

Please tell what seems to you to have been the major purpose of today's lesson. To what extent was this purpose accomplished?

The major purpose was to look at the marshall plan + Truman Doctrine. Later to see how Taft and other leading politicians felt about these measures. I think the purpose was accomplished.

Today's class was primarily: (circle)

_____ lecture by teacher [✓ discussion initiated by teacher] [✓ discussion initiated by students] reports by students

_____ Individual student Research [✓ reading assignment] examination guest speaker

_____ film _____ other (please specify) __________

Most of the students seemed: (specify approximate percentage if possible)

very interested [✓ rather interested] rather disinterested very disinterested

70 %

If you used any measurements during this observation, please describe them and give the results:

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